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ABSTRACT

This one-week institute emphasized the development of patterns of administration and coordination of supportive services to help students who find it difficult to obtain adequate occupational training for reasons beyond their control. The institute provided participants the opportunity to develop strategies and models that could be followed or adapted for use in their respective home states. Four working groups were organized to develop guidelines and/or models adaptable to various geographic locations in metropolitan areas. The group reports which were made on the final day resulted in meaningful suggestions for more effective coordination of supportive services. (BH)

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FINAL REPORT

Institute V

Project No. 9-0524
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COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS IN WESTERN METROPOLITAN AREAS

Part of
Short Term Institutes for Inservice Training of
Professional Personnel Responsible for Vocational-Technical Education in Western Metropolitan Areas

Carl R. Bartel

Arizona State University
Tempe, Arizona

May, 1971

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education
National Center for Educational Research and Development

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FINAL REPORT

Institute V

Prime Grant No. OEG-0-150524-4520

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS IN METROPOLITAN AREAS

Part of
Short-term Institutes for Inservice Training
of Professional Personnel Responsible for Vocational
Technical Education in Western Metropolitan Areas

Carl R. Bartel

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June 1970

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
National Center for Educational Research and Development

PREFACE

Sixty-three participants from twenty Western States attended the Western Regional Institute on Coordination of Supportive Programs for Vocational Education Students in Metropolitan Areas. The Institute was conducted on the campus of Arizona State University, June 1-5, 1970.

The Institute addressed itself to the problem of coordinating supportive services that might assist in providing more adequate training of youth in metropolitan areas. Major presentations were made during the institute to set the tone and provide information in the area of supportive services. The institute participants were charged with the responsibility of developing guidelines and/or patterns of administration and coordination of supportive services, especially designed for students who have found it difficult to obtain adequate occupational training. Four participant committee reports, consisting of models and guidelines that could be used by administrative personnel in metropolitan areas to accomplish the coordination function, were developed and presented during the institute.

Included in this report are the major speeches delivered during the institute and the committee reports made by the four assigned committees. Also included are the results of the evaluation made by the participants during the institute and again six months following the completion of the institute.

Particular recognition is due the Institute Planning Committee, the Arizona State Department for Vocational Education Staff, the Division of Technology of Arizona State University Faculty, and the many others who contributed their time and ideas that helped to make this a successful institute.

Carl R. Bartel
Institute Director

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ABSTRACT

Coordination of Supportive Programs for Vocational Education Students in Metropolitan Areas was one of ten institutes conducted under the Multiple Institute Project planned and organized by Colorado State University. This institute included participants from twenty states representing public and private education; labor; management; Federal training agencies; health, welfare, and guidance services.

The authorization for many new supportive services, including state and Federal funds for training and education, has been made during the past year. The responsibility for administering these funds and programs has been disbursed to a multitude of departments and agencies at all levels. This has resulted in noticeable voids and omissions, as well as overlaps, that have become a detriment to the disadvantaged person seeking assistance.

The major purpose of the institute was directed toward the accomplishment of developing patterns of administration and coordination of supportive services to help students who find it difficult to obtain adequate occupational training due to a variety of factors beyond their control. The emphasis of the institute focused on the total needs of students, and ways to identify and coordinate resources in order to more effectively fulfill student needs. The institute was designed to both inform and to utilize the talents of the selected participants.

To accomplish the purposes and objectives of the institute, regional and nationally recognized experts in the field of vocational education and manpower training were invited to present topics related to the needs of vocational education students. The basic topics covered: The Vocational Education Program Today; The Concept of Coordination; Coordinating Supportive Programs for Vocational Education: Exemplary Programs; Problems and Approaches in Coordinating Supportive Programs for Vocational Education; Supportive Agencies and Resources: Vocational Programs and the Need for Coordination of Supportive Programs; Counseling and Guidance Service Supporting Vocational Students; Planning and Organizing for Effective Coordination; and Implications of Coordinative Programs for Vocational Education at the State and National Level. Each topic as presented was followed by either a question and answer period or a discussion period. The major purposes of the presentations were to stimulate the thinking of the participants and provide them with information and ideas for use in their institute committee work.

The participants were divided into four specific working groups. Each group was to develop a set of guidelines and/or models that might be adapted for use in various geographical locations in metropolitan areas for more effective coordination of supportive programs related to vocational training. Reports were made by each of the groups to all participants during the final day of the institute.

The major presentation were scheduled and timed so as to make a more effective contribution toward the discussion meetings of each group.

The group reports resulted in meaningful suggestions for the more effective coordination of supportive services. The major contributions of the institute included the group reports as well as the stimulation provided each participant to adapt information gained at the institute to his own local and regional area of responsibility. It was intended that this institute would be one of the initial steps in a long-range continuing program to further the more effective coordination of supportive services for vocational education students in metropolitan areas.

INTRODUCTION

This report describes a one-week institute which was designed to provide for the dissemination of innovative practices and the preparation of strategies and models for the coordination of supportive services for vocational education students in the metropolitan areas of the Western United States. The institute provided participants the opportunity to develop strategies and models that could be followed or adapted for use in their respective home states. Various presentations, discussions, committee assignments, and other meaningful experiences were provided to help accomplish this end.

The institute, Coordination of Supportive Programs for Vocational Education Students in Metropolitan Areas, was held in the Armstrong Hall, College of Law, on the campus of Arizona State University, Tempe, Arizona, from June 1 through June 5, 1970. Sixty-three participants attended the institute. These participants represented twenty western states and the following professional areas of responsibility: (1) administrators, (2) supervisors, (3) coordinators/specialists/consultants, (4) guidance/counselors, and (5) special groups.

The Problem

The authorization of many new supportive services, including state and Federal aids to training and education, has been made during the past several years. Responsibility for them has been dispersed to a multitude of departments and agencies at both the Federal and state levels. Many of these programs have been conducted entirely independent of one another. This has resulted in noticeable voids or omissions, as well as overlaps, to the detriment of the person seeking assistance, especially the so-called disadvantaged.

The release of workers by technical advances and the difficulty of youth who have not yet entered the employment ranks and who have completed some schooling, but without the necessary job oriented skills, has thrown a great responsibility on persons attempting to assist in identifying training opportunities. The lack of a workable system of coordination of supportive services for vocational education has greatly hindered possible students from entering appropriate training, and, in turn, has affected the optimum use of available manpower to further the technological advances of our Nation.

Both the Vocational Education Act of 1963 and the Vocational Amendments of 1968 provide for, and, in fact, require coordination of programs. Adequate systems and techniques of coordination must be developed and initiated before programs can be extended and improved, and quality programs assured, so that students may benefit. Often, there has been little or no effort, or even recognition of the need, to coordinate state and Federal programs.

In total, educational programs need to be made relevant to a broader spectrum of students than ever before in the Nation's history. They must be more closely attuned to individual interests, aptitudes, needs, and subsequent occupational and educational requirements. The burden of carrying out the responsibility which was given to vocational educators will rest with the states and local communities. It would appear that state and local leadership for all occupational education must be strengthened through the coordination of supportive services to optimize the potential of programs in fulfilling the expectations of urban Americans.

Purposes and Objectives

The institute addressed itself to developing patterns of administration and coordination of support services to students who find it difficult to obtain adequate occupational training due to a variety of factors beyond their control. Such services might include health, welfare, work study, psychological, vocational guidance, and other placement services necessary to make it possible for urban disadvantaged students to persist in school. The emphasis of the institute focused on the total needs of students and ways to identify and coordinate resources in order to more effectively fulfill students needs. The institute was designed to both inform and to utilize the talents of those participating.

The specific objectives of the institute included the following:

1. To review existing exemplary programs and practices that integrate school, community, government, and other resources for helping poorly adjusted students to obtain appropriate training and to learn.

2. To identify local, state, and Federal resources, both professional and non-professional, that should be included in a comprehensive supportive service program.

3. To review relevant state and Federal legislation and to delineate needed legislation, organizational structure or policy helpful in solving students needs.

4. To develop guidelines and models for initiating comprehensive coordinated and more effective supportive programs.

General Plan

With the assistance of the institute staff and the planning committee, major topics were selected that related to the institute purposes and objectives. These were sequenced in such a way as to more effectively present a logical learning situation for the institute participants.

Major presentations were made by selected, nationally recognized consultants. Each presentation was followed by a question and answer period, or a reaction period, which was open to all participants.

One of the major purposes of the presentations made by the consultants was to provide challenges to the participants to stimulate their thinking and discussion in small group meetings. Small group sessions were held during the institute daily at which time each participant had an opportunity for input as well as feedback from other participants. Four group leaders were selected who guided the discussions for each group, in an effort to arrive at some model and/or a set of guidelines that might be used by the participants, with modification, in their own geographical areas in effecting coordination of support services for vocational education.

The group leaders and participants were instructed to structure their discussions and final model and/or guidelines within the framework of the institute objectives.

Materials developed by the groups were duplicated immediately following each session and used as a basis for discussion during the following session. Final guidelines and/or models were prepared after the last small group meetings and were presented to the total group of institute participants during the final day of the institute.

METHODS AND PROCEDURES

A planning committee was identified who assisted in the development of a proposal that would fit within the framework of the Colorado State University multiple institute project. The membership of this committee consisted of vocational technical educators in the Phoenix metropolitan area, representing the State Department of Vocational Education, Phoenix Union High School District, the Division of Technology of Arizona State University, and the respective vocational teacher educators of Arizona State University. Names and positions of committee members may be found in the Appendix. The institute included a tentative daily schedule and a tentative list of consultants and the need for selected group leaders. Following the planning committee review, the proposal was submitted to Colorado State University for transmittal to the U. S. Office of Education for approval.

An institute secretary and two graduate assistants were selected to assist in the overall and detailed planning and development of the materials to be used prior to, during, and following the conduct of the institute.

Selection of Participants

The institute director assumed the responsibility for the selection of participants for the institute. Two pieces of mailing were developed to announce and invite participants to the institute. The initial material presented the general content and scope of the institute, along with an invitation to make application for attendance. This material was sent to western regional state employment offices, government offices, health, welfare, public school, and other agencies, as well as to other individuals who might be interested in attending this type of institute.

Seventy-five participants were allocated for this institute, to be selected from the following categories: (1) twenty-five from guidance and counseling services; (2) fifteen from vocational and technical education, and (3) thirty-five from health, welfare, rehabilitation, manpower, and ancillary services.

The selection of participants was made on the basis of training, experience, potential for implementing the products of the institute and their indicated commitment, and authority to implement a coordinated system. As a result of the first screening, approximately 100 invitations were sent to applicants, inviting them to attend. A specially prepared brochure, which contained general information and a form to be completed by the participant requesting confirmation of their intent to attend the institute was sent along with the invitation letter.

Seventy-six applicants returned cards indicating that they did plan to attend the institute. However, in the final analysis, only sixty-three were able to attend as participants at Institute V.

As soon as the participants were identified and confirmed, a follow-up information form was sent, which provided additional information, including housing, physical facilities, the general scope of the institute, as well as information concerning Arizona and Arizona State University.

Conduct of Institute

The institute, which was held during the period June 1 through June 5, 1970, was conducted on the campus of Arizona State University. The institute might have been considered a workshop since the involvement by participants was rather extensive.

The original schedule as planned and sent out to the participants was changed slightly as a result of recommendations made by consultants. However, no major changes were made. Participants, most of whom came by plane, were instructed to report to their housing area immediately upon arrival. Off campus dormitory housing was provided.

An informal reception and registration opened the institute on Sunday, May 31, 1970, at 7:00 p.m. The actual conduct of the institute began on Monday, June 1, 1970, with registration beginning at 8:30 a.m. The formal meetings of the institute began at 10:00 a.m. with a welcome and greetings, and the administration of a pre-institute evaluation instrument which was completed by all participants. An identical form, along with an additional section, was administered during the final session on Friday, June 5, 1970.

The major purpose and function of the presentations was to stimulate the thinking and invite ideas for use by participants in small group meetings. Consultants who made presentations were selected for their expertise in the particular area of content which they presented. Six participant group meetings were held during the institute. The group leaders were instructed to structure the discussions so that models and/or guidelines regarding supportive services would be the final result; contributing toward the accomplishment of the stated institute objectives. Each of the group leaders was given independence as to the exact approach to use, or specific procedures they preferred to follow. Each group developed materials during their meetings, which were duplicated and used as a basis or starting point and review at the next session. During the last day of the institute, each group reported on the models and/or guidelines developed which might be used with adaption by participants in their specific regional areas.

A number of informal meetings were held that also contributed to the success of this institute, and the development of models and/or guidelines. Included as part of the institute procedure was a tour of a local high school area vocational center, a junior college area technical center, and an area skill center. Information gained as a result of the tour contributed greatly to the material that was developed and the understanding of the problem by the participants.

PRESENTATIONS (ABSTRACTS)

THE VOCATIONAL EDUCATION PROGRAM TODAY

Dr. Melvin L. Barlow

Dr. Barlow stated that the characteristics of vocational education about which few people are aware is that the theoretical structure of vocational education contains self adjusting elements. He stated that many people infer that the vocational education programs of today are somewhat different than in the past. To clarify this he reviewed some of the directions of vocational education of the past.

During the early days of vocational education in this country, the pattern of state and Federal partnership was developed. It was conceded that the total problem was a national one, and that it was outside the ability of any state to deal effectively and independently without strong leadership from the Federal level. This partnership caused the development of the idea of the State Plan.

In general, the public has not accepted the vocational education program very well. The conservative educator has wanted to keep the path to college open while the vocational educator has wanted to keep the path to employment the promotion open. Vocational education was not conceived as something to be added to education, rather, to become a part of education.

Vocational education was not reserved for only one class of people. The foundation principle of vocational education was that it should be provided for all who could benefit from it.

All present day vocational education principles were defined during the period from 1906 to 1917. During the years vocational education has made an attempt to keep up with changing technology. However, due to the lack of flexibility in the interpretation of the principles, changes were slow. Some of the first major changes came as a result of the Vocational Education Act of 1963. In 1968, Vocational Admendments were passed as a result of the first Advisory Council report, which was made following the passage of the Vocational Education Act of 1963.

A contemporary view of vocational education might be expressed as, when a vocational education need exists, something must be done about it. This flexibility has been brought about as a result of the 1968 amendments to the Vocational Education Act of 1963. Vocational education today is designed for persons of all ages in all communities. It is designed for those in high school, in post-secondary school, and those who have completed or discontinued their formal education. The ability to provide vocational education today, to all those who are in need of it and can benefit from it, is much easier than during the time immedisyrly after the passage of the 1917 act.

The concern of the vocational educator must focus on the student and his needs, and the fact that subject matter patterns and structures must become flexible. There is a definite move toward the integration

of vocational education goals and general studies. This indicates that there is better acceptance by all regarding the purpose of vocational education.

THE CONCEPT OF COORDINATION

Dr. John Waters

Dr. Waters emphasized the point that coordination means to coordinate and combine in a harmonious relationship, for action. The key word was harmonious, as any attempt to put things together in proper order or proper relationship would not be very effective unless it was done in a harmonious way. He continued his presentation regarding coordination of supportive programs as it related to the Phoenix Union High School System.

The Phoenix Union High School System is considered to be a large city school system--it contains ten high schools in which some form of vocational education is offered. The Phoenix Union High School is the parent school of the system and has the Area Vocational Center located on its campus. The Area Vocational Center serves vocational needs for the total system, especially at the advanced vocational level.

The system permits each student to retain his membership in his own district high school, while attending the Area Vocational Center for a half day every day each week to satisfy his vocational training needs. Budgeting is provided for students to travel from one campus to another. The most difficult problem within the system is to provide adequate vocational offerings to all students who have a need and the ability for such training. It makes it most important that required supportive services are available so that the students may select and have available to them adequate training in the areas of their preference.

One of the most serious problems is providing adequate counseling and guidance by persons who have depth of understanding and background in the world of work and vocational education. It is important that counselors participate in in-service activities in the Area Vocational Center, which should assist them in gaining a better understanding of the total field of vocational education.

It is most important that pre-vocational courses such as industrial arts be a part of the continuum in preparing students for the world of work. It is also important that teachers of pre-vocational and vocational courses understand the mission of both programs and in some cases might exchange teaching responsibilities for a period of time.

One of the most important requisites for the success of coordinated programs is the administrative organization in the district. It is important that specific responsibility be given to carry out this responsibility. Specially trained teacher coordinators are most essential for the development of increased opportunity in training both in and out of school.

The primary requisite for effective coordination is the harmonious relationship between all elements being coordinated. This relationship is achieved first of all by having adequate staff. The staff must have the ability to listen and to communicate effectively in order for it to be coordinated with supportive programs to function adequately.

COORDINATING SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION: EXEMPLARY PROGRAMS

Mr. Eugene Dorr

Mr. Dorr stated that the providing of effective programs of occupational education to meet the needs of students today poses to be an exciting, perplexing, and challenging task. A foundation must be established upon which can be built understandings that allow us to share, couple, and coordinate our resources, talents, and energies.

The summary of vital ingredients for the coordination of supportive services include the following:

1. A review of the basis under which the Vocational Education Amendments were made for services to people. All students in all communities of the states shall have access to vocational training or retraining.

2. A focus on the types of persons, organizations, and agencies which can be involved and utilized to coordinate the programs and services for vocational education. These might include employment agencies, social welfare agencies, vocational rehabilitation, manpower development and training, adult basic education, library services, model cities directors, directors of institutions for the neglected and delinquent youth, compensatory education officials, and groups and persons representing the disadvantaged.

3. The scope of the types of services and program components that can be effective in providing meaningful programs in vocational education for all students. These would include surveys of employment opportunities, recruitment and promotion, scheduling modifications, advisory committees, curriculum development for individual, modified, or special programs, personnel, services, staff development, business cooperation, research coordinating unit, and teacher educator certification.

4. An overview of various types of funding available under the Vocational Education Amendments of 1968.

Presently, most states are providing some programs in selected areas for the disadvantaged and the handicapped. These programs involve coupled efforts by multiple agencies. One broad area is the correctional

institutions with specific emphasis on the disadvantaged. Another area involves programs in selected high schools emphasizing special education, vocational rehabilitation, and the vocational education coupled resources. Model cities project is another example of the exemplary type of program involving vocational education aspect.

Efforts must be made so that all students are provided with the best efforts of all agencies and services for the improvement of the student training opportunities. A team approach will be called for so that the sharing of ideas and seeking of solutions might be better accomplished. We must become change agents so that the coordination of supportive programs can take place.

State agencies will need to provide the organizational structure and talent for this to happen. Administrative support will be needed. Counties and cities will have similar needs and problems, and local schools will have many changes to make.

PROBLEMS AND APPROACHES IN COORDINATING SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION

Dr. Merle E. Strong

Dr. Strong began his presentation by emphasizing the fact that all students should be taking some form of vocational education. Therefore, a problem of coordinating supportive services as it must apply to all students does exist. The problem that must be considered when discussing supportive services is much broader than when discussing vocational education as such. These are problems of the total school and in some cases problems of the total community. The problems of urban youth are directly related to the economic situation in which they find themselves. It is the mission of vocational education to ease these problems as they apply to youth.

There are a number of inhibiting forces that need to be overcome if the needs of youth in the metropolitan areas, regarding training and supportive services, are to be met. These forces include:

1. The narrow philosophy of the role of education,
2. Clarification in school law,
3. Lack of philosophy to serve all youth,
4. Lack of parental and other public acceptance of an occupationally centered curriculum and supportive services.
5. Lack of funding,
6. Lack of identification of resources that can be helpful, and

7. Lack of personnel, teachers, and administrators with real understanding and empathy for disadvantaged students.

The major problems in the approach to providing necessary support is the unwillingness at most levels to work cooperatively to gain a coordinated effort for supportive services. Approaches must be developed and tried out. The success of coordination of supportive programs will be in direct proportion to the dedication to the talk and willingness to work with other community agencies. Public education must concern itself with a range of supportive services, including health and welfare, psychological, guidance and counseling, placement, follow-up, and the total range of human needs.

SUPPORTIVE AGENCIES AND RESOURCES

Mr. Edward Heler

Mr. Heler stated that the community and vocational education are so closely interrelated and so interdependent that neither can exist successfully without the other. Vocational education is the only segment of our educational system that can prepare the vast bulk--80%--of our population in the nation, region, and in this state, for life. Vocational education has a responsibility to lead this nation out of the social and economic turmoil that it is in today.

It is most important that the growing tendency of vocational education to become insulated from the community be eliminated. It is also important that vocational education avoid having only its own advisors, its own evaluators, its own research, its own planning process, and its own information service. It must become a totally integrated self-contained organization, both vertically and horizontally. This will help it from becoming isolated from the community and thereby becoming insensitive to the needs of the economy and the people.

The educational system in the community does not consist only of public schools, but also training courses and education provided by industry, formal groups, health, welfare, and service organizations, as well as government.

In an analysis of the community system and vocational education, for purposes of identifying supportive agencies and resources, the focus must be on the service system. The service system is actually made up of ten sub-systems: health, mental health, education and training, housing, law enforcement/legal and judicial, employment, social services, recreation, transportation, and public welfare.

Within the broad framework of community resources and supportive services are found the following:

1. Child care, such as day care centers operated by various community groups; among them are the Urban League, Catholic parishes, Protestant churches, and private enterprise,

2. Community action agencies,

3. Counseling and referral agencies, such as provided by Catholic Social Service, Jewish Family and Children's Service, Jobs for Progress, Salvation Army, and community service centers operated by local CAP's Family Service.

4. Emergency assistance, such as the Salvation Army, St. Vincent de Paul Society, and other church-sponsored missions,

5. Health and mental health, as provided by county mental health centers, USPHS Indian Hospitals, various medical clinics, Lion's Vision Center, Recovery, Inc., and Visiting Nurse Service,

6. Legal services obtained from county or city Legal Aid Societies, probation officers, and community-minded law offices,

7. Vocational rehabilitation and sheltered workshops, such as the state vocational rehabilitation agency, Easter Seal Society, Goodwill Industries, and private non-profit rehabilitation centers similar to Arizona's Perry Rehabilitation Center and Samuel Gompers Memorial Rehabilitation Center,

8. Vocational training and work experience resources from such programs as NYC, Job Corps, MDTA, apprenticeships, WIN, and vocational training or supportive training by such organizations as the Bureau of Indian Affairs, Council of Churches, Opportunities Industrialization Center, Operation SER, and Urban League.

One of the major problems facing anyone looking at state and community supportive agencies and resources is the multiplicity of agencies and services, many of which overlap and duplicate one another. The initiation of the Federal Cooperative Area Manpower Planning System has made an attempt to do this. Other attempts through the state governments have been made. In Arizona, a Task Force was established by the governor for the purpose of making a thorough study and analysis of the facilities and agencies in Arizona delivering manpower supportive services. It is hoped that the recommendations of this Task Force will be appropriate enough to lay the foundation for a comprehensive state human resource system.

VOCATIONAL PROGRAMS AND THE NEED FOR COORDINATION OF SUPPORTIVE PROGRAMS

Mr. John L. Peterson

Mr. Peterson presented his views regarding the necessity for coordination as it pertained to the conduct of an area vocational center, including 25 occupational areas, a staff of 51 teachers and coordinators, and an enrollment of 1800 day students.

In this center, flexibility was considered most important. Flexibility means the offering of programs that permit the entry of students at any time in many of the occupational areas. When considering coordination, it includes the fitting together of program, facilities, people, dollars, and agencies, and determining and making more effective the contributions that each can and should make to attain the objectives of employment and up-grading of the individual.

It is most important that these agencies or groups contribute toward the fulfillment of their state purposes. The vocational education programs are designed to provide occupational training, whereas other agencies might have other particular responsibilities.

It is most essential that a concerted effort be made to coordinate all groups, whether public or private, in the interest of employment and placement of individuals. An approach to this is the CAMPS group, which has been designed to bring about the coordination of the various institutions and agencies involved in training and placement of individuals.

There are a number of contributions that should be expected from supportive services to help provide more effective support to trainees. These include:

1. Providing of recruits and referrals,
2. Providing of information regarding training opportunities,
3. Providing of accurate information to the community with respect to vocational education,
4. Providing of placement assistance and where students can get help.
5. Providing of effective counseling,
6. Providing of medical and dental assistance,
7. Providing of financial help for training,
8. Assistance for the recruiting of vocational teachers who can work with all types of students,

9. Providing assistance to teachers to get to know the people with whom they work better, and

10. Assistance in the coordination of evaluation of the total individual as it relates to training and employment.

COUNSELING AND GUIDANCE SERVICE SUPPORTING VOCATIONAL STUDENTS

Dr. Robert Ripley

Following a short introduction concerning the status of vocational guidance, Dr. Ripley began his presentation by requesting the seminar participants to form small groups for the purpose of identifying some major problems regarding coordination of supportive services for vocational education students, that might involve counselors and guidance personnel. Each of the groups submitted a number of questions to which they would like to have reactions and answers. These were written on large sheets of paper and were placed at the front of the room and served as the basis for Dr. Ripley's presentation and the discussion that followed. A number of the questions asked by the participants and Dr. Ripley's reactions follow:

1. Who can do counseling? Unfortunately, everybody thinks that they can counsel, as well as interview. This, in practice, is far from true. Very few people really know how to interview or to counsel effectively. Too many people want to give advice rather than trying to help the person help himself. Counseling is considered a part of the guidance services that must be made available to all students. However, there is actually very little vocational counseling or vocational guidance provided at the secondary school level.

2. How can we best prepare counselors? The subject matter that is included in the counselor preparation program must be more relevant and must emphasize services for elementary through the adult level. The preparation of counselors include provisions for serving as learning assistant and learning aids to teachers who are helping students in the learning. More about the real work world must be included in the counselor training program and the people who make up this part of the world.

3. What place does testing play in career development? Too many counselors still use the same tests that they were exposed to when they were preparing to become counselors. There are many new tests that counselors should be familiar with. Many of the most meaningful testing instruments that are available today are available from and given by a variety of agencies outside of the public school. A real problem is how to bring a counselor up-to-date on sources and uses of guidance evaluative instruments.

4. Should vocational counselors have work experience? This is a difficult thing to answer satisfactorily and to support. It is most desirable for the counselor to have work experience - the more work experience they have the better their background for counseling will be. The greater the variety of work experience the better. Those who do not have work experience should be exposed to work in some real and relevant way. Counselors who have had work experience in one field should be able to transfer this knowledge to other situations.

5. Should business and labor provide other services besides money? Business and labor must provide other inputs relevant to providing services to students besides the providing of money. Business and labor must assist educators in identifying the world of work content that should be taught. They can and should provide entrance requirement data, etc.

6. How can we escape the stigma attached to vocational education? The public must be told what vocational education is and the part it plays in the life of individuals in the community. The vocational education product must be sold. The public relations approach used by vocational education must include various media and directed to the appropriate group of consumers.

PLANNING AND ORGANIZING FOR EFFECTIVE COORDINATION

Dr. Morrison F. Warren

Dr. Morrison began his presentation by indicating that planning is synonymous with identifying the variables that are related to the project under consideration. Organizing is the ordering of these into a logical network or system, and coordination is the act of relating the variables, which have been identified to events occurring independently in our system.

It is important that the variables be identified which appear relevant to the purpose of this presentation. These variables must spring from the types of individuals with whom we are concerned. All that follows depends upon the individual being served.

From literature studies it is evident that students in vocational programs come from families with low socio-economic standing. Therefore, the characteristics of these students must be determined. The major variables with which we must contend are:

1. Student privacy,

2. Environmental provincialism,

3. Lack of successful adult models,

4. Paucity of educational "things",

5. Lack of parental support,

6. Slum environment,

7. Built-in attitudes of failure,

8. Discrimination and segregation,

9. A middle-class curriculum,

10. Poverty,

11. Academic retardation, and

12. Student attitude toward school and education.

The preceding 12 variables might well be systematized under three headings, all of which refer to the student, which, in turn, might tell what kind of supportive services we need:

1. Environmental variables,

2. Cognitive variables, and

3. Affective variables.

Specific items can then be identified under each of the above three major variables. Following this, specific supportive services may be identified, developed, and provided for students with whom we are concerned. It is obvious that in the affective domain, the identification of supportive services is more difficult than in the other two categories.

An evident fact is that most programs are designed for the more academically oriented person who is generally headed for college. A new approach to counseling must be developed so that a counselor will be available to students to meet their individual needs, and who will not necessarily be highly academic students.

Vocational education is an exercise in futility if conducted solely by school personnel. Since the student spends most of his time outside of the school, it should be expected that other agencies should be involved in making him a productive individual for society. It is important that the school, along with a great many agencies and organizations outside of the school, coordinate the efforts and dedicate themselves in assisting individuals in finding their place in society. There is a place for something called unity in diversity, the involvement of many agencies with many purposes in a unified effort.

IMPLICATIONS OF COORDINATIVE PROGRAMS FOR VOCATIONAL EDUCATION AT THE STATE AND NATIONAL LEVEL

Dr. Byrl R. Shoemaker

Dr. Shoemaker initiated his presentation by making the point that there will be no program of supportive services to administer and coordinate unless the following are present:

1. Adequate conceptualization of needed supportive services,
2. Adequate planning in terms of goals and patterns of organizations,
3. Adequate leadership in terms of state divisions of vocational education,
4. Staffing and organization and adequate services of leadership throughout the state from that unit,
5. Adequate funding patterns in terms of state funds,
6. Procedures for allocations,
7. Utilization of the Federal funds,
8. Flexible funding in relationship to supportive services, and
9. Strategy for implementation of supportive programs on the basis for all youth.

The efforts described must be based upon the concept that supportive programs of vocational education be pointed toward solution of social and economic problems that are facing the nation.

The following programs and services are identified as significant supportive programs, either underway in our state, or in the planning stage:

1. World of Work,
2. Career Orientation,
3. Career Exploration,
4. Occupational Work Adjustment,
5. Occupational Laboratories,
6. Occupational Work Experience,

7. Centers for Rehabilitation and Job Preparation,

8. New Programs and Services to Provide Vocational Education for the Disadvantaged,

9. New Programs and services to Provide Vocational Education for the Handicapped, and

10. Cooperative Vocational Programs.

A governor's task force in Ohio, in a report to the state legislature in 1969, suggested the development of a work oriented program beginning in the elementary grades. This proposal placed "respect for the world of work and motivation to do some part of the work" through grade six; "a career orientation for all students to the technical society," grades seven and eight; "an exploration for occupational choice and work adjustment program for school disoriented youth," grades nine and ten; and "broad goal centered vocational education programs" for grades eleven and twelve, or 16 years of age and up. This proposal is actually a human resources development concept.

The state level has the responsibility for planning in terms of supportive programs and for the training of individuals. A coordinated system of supportive programs must reach from kindergarden throughout the work life of the individual. This is dependent upon a broad student tax base and concentration of youth and adults at various age levels in order to make a feasible adequate type of supportive program. Ohio has a state law which will require all school districts by 1974 to offer adequate vocational education programs.

Without adequate leadership throughout the division of vocational education at the state level, there will be no statewide program of supportive services. It is evident that State Departments of Education will become increasingly important to local communities in terms of leadership in development and organization of programs of supportive services.

Regardless of how well the program is planned and organized, funding is an essential element. The program will not materialize unless adequate funds are provided. Federal funds can stimulate interest in supportive services.

INSTITUTE V

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS IN METROPOLITAN AREAS

Group One Meetings
SUMMARY & FINAL REPORT

Group Leader: Walter C. Brown

Group Members:

Joe M. Acuff	Otis Lawrence
El Beehler	Noel McGuire
Fred J. Brinkman	Melvin D. Miller
Harold F. Duis	J. W. Smith
J. Alan Duncan	Ray Snyder
Helen F. Edwards	Lou Stewart
Ken Hoss	Len Tuthill
Ell Keil	Willard Woolfolk

Session 1

The first meeting of group one began with a review of the specific institute objectives as outlined in the program for the week. This review gave participating members of the group further insight as to the ultimate goal of the institute, namely, a working model and guidelines for coordinating supportive services.

The following lists of supportive agencies and the services rendered by them were developed.

What are Supportive Agencies?

1. Vocational Rehabilitation
2. Welfare
3. Health Services
4. Employment Services
   (Department of Human Resources)
5. Opportunities Industrialization Center

6. Religious Organizations
7. Urban Leagues (S.E.R. - NAACP)
8. Service Clubs
9. Mayor's Commission for Jobs
10. Organized Labor
11. N.A.B.S.
12. Business Organizations
13. Bureau of Apprenticeship
14. Bureau of Indian Affairs
15. Administrative Basic Service
16. Advisory Groups
17. Alcoholics Anonymous & Synanon
18. Universitites & Other Educational Agencies
19. Sheltered Workshops
20. Correctional Institutions
21. Migrant Services
22. Mass Media

Services Rendered:

1. Counseling
2. Placement
3. Student Referral
4. Financial Assistance
5. Follow-up
6. Transportation
7. Child Care
8. Legal Aid
9. Psychiatric
10. Medical
11. Dental
12. Eye, Ear, Nose & Throat
13. Articulation
14. Recruiting
15. Job Exploration
16. Family Planning

17. Educational Testing
18. Housing Self-help
19. Work Experience
20. Remedial Services (Reading & English)
21. Facilities & Equipment
22. Curriculum Development
23. Public Information
24. Job Information (Talks, Field Trips & Career Fairs)

It was not the intent of the group to list all available agencies, but rather an action to bring to mind those of most reknown in an effort to tie them in to the development of the disadvantaged in seeking gainful occupational skills. Agencies named, and the services rendered, are not listed in any particular order of importance.

Session 2

Discussion in this session centered around comments from members in the group which described specific practices or programs being utilized in their particular areas, and suggestions as to what might be done as a coordinated service for all. It was pointed out that supportive services should be utilized more as preventative training, rather than waiting for remedial need.

In Kansas, Employment Security (Services) offers support of and assistance to counselors in school systems by means of letter communication. The Skill Center infuses confidence prior to job placement when necessary. All dropouts (lists received from schools) are contacted by letter.

Colorado planned to investigate the Kansas program, but was unable to pin-point basic materials and/or equipment, which appeared to be limited. Also, information was apparently not available for public consumption. Dropouts are also contacted in Colorado, but it was noted that approximately only 1 in 30 responds.

California Employment Security will conduct specialized surveys and make available current research data upon request from schools and agencies. Other agencies in the state also cooperate in much the same manner, including the Skill Center.

An example of specialized vocational training was cited for the Los Angeles Trade-Technical College in the area of Auto Mechanics. Six week sessions are programmed on specific parts, such as brakes, transmissions, electrical systems, etc. Thus, if a student drops out after six weeks of school, some skill has been acquired. Mobile Counselors are being used in shopping centers and banking areas, etc. by the College, also.

Some industries in Seattle have been able to modify job requirements to meet the needs of the unemployed rather than requiring the retraining of individuals to fit the job.

Nebraska has counselors available for evening counseling, 7:30-9:00.

Phoenix places teachers (Social Studies) and counselors in City of Phoenix jobs, as well as the local utility company, Salt River Project, for job experience for limited time periods.

Other comments indicated that Manpower & Economic Education (including Vocational Education) was using Social Studies (Civics) classes for interjection of the need for vocational training in one area. A syllabus is provided the social studies teacher to help introduce new material into traditional instruction. Often the image of vocational education is unfavorably reflected in the teachers' attitudes.

It was suggested that school counselors be used for parental consultation in an effort to avoid student dropouts. Also, the use of liaison personnel to channel individuals to the proper supportive services. Use of students in training was also mentioned.

At this point two slogans were interjected to add emphasis to the task at hand, "If you don't sell it, you don't get it" and "THE TASK MUST BE DONE!"

To sum up ideas mentioned throughout the session, the QUESTION was posed, What resources <u>should</u> public schools provide?

COMMENTS: 1. You can't provide resources (services) for <u>all</u> problems.

2. Probably there are resources which aren't adequately used.

ANSWERS: One way to provide information about available services is to list in a booklet what services are available, and for whom.

The Employment Security Commissions might provide testing and research to answer both individual client questions and general questions related to program initiation (need).

Currently, California, Oregon, Missouri, Arkansas, Nebraska, and Arizona (to name a known few) Employment Security offices <u>do</u> offer some service in the area of answering specific <u>program</u> questions.

Referrals frequently are not effective unless they're monitored. Referrals with no follow-through (perhaps follow-up) probably won't be effective. Frequently the client will not get to the service. (Often personal fears and/or lack of transportation, among other reasons, preclude the client's use of the suggested service.)

Recruiting programs suffer. There may be more ways to use present students or graduates as recruiters for program participants. They can inform: they can sometimes teach: they can transport; they can act in many ways as coaches; and often they are in a better position to communicate effectively.

The discussion began with a linear scheme of supportive services prior to institution of vocational education training, during vocational education training, and after employment.

The point was made that vocational education is expected to begin at K (1963 Act) and not always at a later date. Supportive services and/or agencies are expected to function during the entire training process and throughout the working life. The use of services will vary with individuals and/or the age of such individuals. Thus, some services would be used at birth and not near the end of the life span, and visa versa. Also, supportive agencies will overlap when necessary. Productive employment is the beginning, the "Core of Life." Nothing is really happening before productive employment. Vocational Education should be the "umbrella."

One diagrammatic scheme suggests that, over time, supportive services are high--early, reduce somewhat over time, and increase as full-time employment begins. Vocational education may be low--early, increase over time, and decrease (disproportionate to supportive services) as time progresses. There was no agreement that the time lines and the distribution of efforts are adequately represented by the model described.

The objective of the vocational educator is to prepare for work and to monitor the work performance of each trainee, assuming responsibility for the re-training of workers whose jobs are dissolved, expanded, or otherwise altered.

The conference should not forget that the objective of coordination is not to coordinate. Its purpose is to enable the trainee to better prepare, to sustain himself in training and in employment. Any "coordination" system must reflect overlap among, (1) services, (2) the educational system, and (3) the person, over a period of time, from K through the world of work. Since the conference is intended to deal primarily with the disadvantaged, two questions were posed:

What becomes of functional failures?

Which services are required for which people at which points in time?

The second question is reflected in the diagram on page 29, but what remains to be added is the notion of what specific services are needed at what time.

It was said that there are some who believe that public institutions do not ever change. However, it was pointed out that they can and do change when necessary. The launching of "Sputnik I" made it necessary to modify the instruction of mathematics immediately.

The agenda for session 4 was set up as follows:

1. Innovative practices in other service areas.
2. Refinement of model depicting coordination of supportive services.
3. What guidelines are essential to making the plan (model) work?
   a. What sort of an organization?
      (1) Formal (Officers-tenure, etc.)
      (2) Informal
   b. Who should assume leadership in initiating?
4. Initial draft of report from Group 1.

It was noted that classroom teachers in Seattle plan programs to relate to the working world. North Dakota has a similar project. Referral was made to Career Education rather than Vocational Education. Career Preparation (Occupational Education) shall be an integral part of the total curriculum.

Further comments indicated that there should be no separation between Elementary Education and Vocational Education on the working model, but should be designated K-14 as one unit.

Individual follow-up appears to be delinquent in the country. Also, a costly process. We seem to lose contact with graduates (ten years or more) after graduation. Success is the product of training.

Questionnaires between supportive services should be coordinated. In-service training for vocational educators working with advisory committees. Most administrators seem to fear advisory committees.

It was suggested that a push for legislation be made such as a plan currently in use in Hawaii--free dental service for children through age 19. It was noted that the MDTA program in Nebraska allows $100 for individuals for minor medical treatment; also, C.E.P. in Phoenix.

Another comment indicated that television is the best tool for promoting vocational education.

A lengthly discussion on industrial participation in vocational education indicated that industry needs to become involved in work experience, the real training of individual trainees. For those not committed to a single job, ways need to be found by which exploration of jobs in the real world is made.

The question was raised, "How can we do a better job?" We are not now doing as well as we should and could.

In Seattle, a management and labor Community Advisory Steering Committee was created from interested personnel. A special program began in 1966 (based on the 1963 VEA). The Steering Committee was asked to evaluate and orient the vocational education programs. They have begun vocational education programs at the K level, partly as a result of the Committee. The group is advisory, not administrative.

It is the hope in Seattle that each high school graduate or trainee will be employable. The big problem is not skills training, but knowledge of the world of work. The range of content in teaching knowledge of the working world includes all careers, from the lowest to the highest, and all students, disadvantaged or not.

Seattle's Advisory Group has freedom to advise on virtually everything. It is a broad-hand committee representative of a variety of groups.

Initially, the school Superintendent appointed and charged the group. Then then on, the group was self-sustaining. Committee members tenure is tentatively set on a 2-year basis.

In Tacoma, an Advisory Committee is also used, partly to evaluate the effectiveness of the program. Effectiveness cannot be determined on the basis of the first placement. It takes more information (follow-up) to determine effectiveness.

Perhaps a single non-vocational education group which is more helpful is the Advisory Group. The 1968 Guidelines spell out the details for Advisory Councils, but the skills of vocational educators do not permit effective work with Advisory Councils.

Session 5

A short review of the prior four sessions was given with special mention of various models and schemes utilized in working out the final Guidelines and related Working Model of the group. (See Pages 28 & 29.)

GUIDELINES FOR INITIATING COORDINATED SUPPORTIVE SERVICES PROGRAM

1. Vocational Education is dependent upon meaningful involvement of (1) the individual; (2) education; (3) supportive services; and (4) the consumer.

2. The needs of the individual and the time of need will determine the kinds and amount of service.

3. The concept of work as a meaningful activity begins at pre-school age.

4. Vocational Education involves the development of desirable attitudes and concepts toward the world of work.

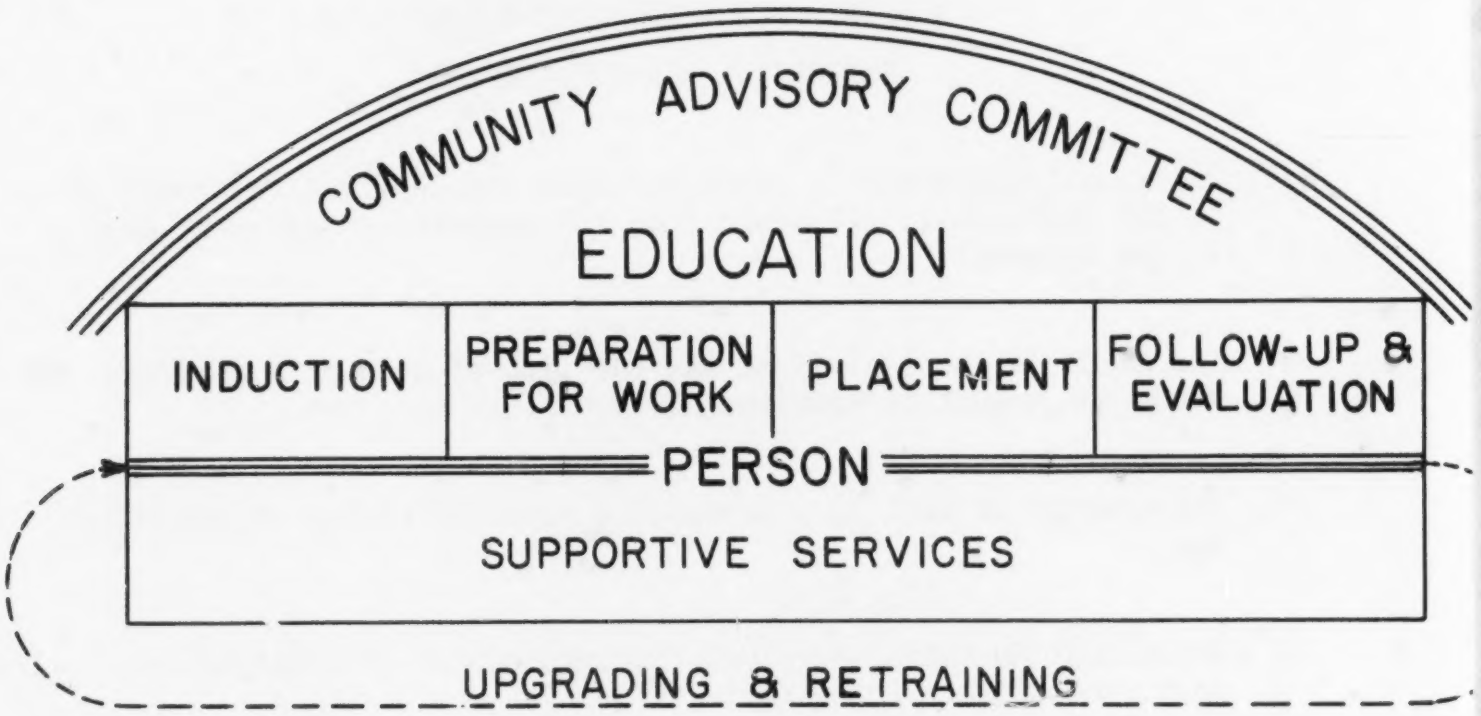
5. Every person should be encouraged to remain in the stream of education to maximize his chances of achieving his full potential.

6. The vocational educator must have a real commitment to the concept of supportive services and a willingness to transmit this conviction to administrators and others.

7. The responsibility for implementing the model rests with vocational educators.

8. The vocational educator must be provided in-service education in order to utilize the full potential of supportive services.

9. A sound program of Vocational Education supportive services involves continuing research; evaluation and follow-up.


COMMUNITY ADVISORY COMMITTEE
EDUCATION
INDUCTION
PREPARATION FOR WORK
PLACEMENT
FOLLOW-UP & EVALUATION
PERSON
SUPPORTIVE SERVICES
UPGRADING & RETRAINING

INSTITUTE V

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS IN METROPOLITAN AREAS

Group Two Meetings
SUMMARY & FINAL REPORT

Group Leader: Leo M. Ensman

Group Members:

Chester R. Anderson	Mary E. Machado
Henry Bell	Madeline F. Minchin
Carl R. Berg	John E. O'Dowd, Jr.
Joseph Cook	Leonard Sherr
Thomas M. Garneski	David E. Smoker
George W. Kalman	John E. Snyder
Floyd Krubeck	Robert C. Wand

A glance at the membership of this group indicates the strength represented due to the broad array of areas of specialization and experience. If one weakness existed, it was due to the lack of a representative of organized labor.

At the outset, the group agreed that a good approach to attacking the problem of coordination of supportive programs for vocational education students was to study vocational education activities at various educational levels and the supportive agencies and activities that were being used by the group and those that they felt would assist further in supporting the programs.

Unique supportive services were presented by members of the group, discussed, and listed. It was agreed that the group would discuss how these services would be used and by whom. The panel would indicate, by cross-discussion, how the services could be improved or adapted to different local situations.

The discussion quickly moved into a study of vocational education orientation on the K-6 level.

It was evident that the group members felt that this was the place to really begin breaking down prejudices against non-professional occupations and to begin orienting students and their parents to the world of work.

A specific example of an activity of this nature was one actually being used in Kansas City, Missouri, under the direction of Mr. Anderson. This activity involves personalized pictorial orientation to the world of work. It involves the taking of slides of former students of the school or immediate related areas while they were at work on the job. These former students were looked up to as being respected successful technicians, and when seen by friends and relatives in a classroom of adult organizations a feeling of acceptability for the craft developed was introduced and prejudice reduced.

Brochures, leaflets, and posters were also developed, showing individuals known in the community at their respective occupations. These publications were placed on bulletin boards, in hallways, etc., and distributed to the P.T.A., Churches, and other organizations. The coordinator also spoke to many of these groups and displayed his material. In addition, he involved over ten supportive programs and/or agencies.

Much discussion followed this example. It was agreed by the group that any supportive activity of this type required a broad knowledge of the individuals to be served and had to be presented in such a way as to secure interest. Ways of adapting such a program to different communities were also discussed. It was decided that materials would not have to be limited to slides, but other methods, such as video-tape, movies, etc., could be utilized. The activity under discussion was conducted in the upper grades of the K-6 level and were also supplemented by talks by individuals and field trips when possible.

Another example of a worthwhile activity was one being conducted in Louisiana during the summer months, with grades 6 and 7. It involves the taking of summer classes to six different places of employment. Students were encouraged to ask questions of the job personnel and managerial staff. Upon return to the classroom, these questions and answers were discussed by the group. This activity was well accepted, although limitations placed on excursions in some schools could curtail this program.

The discussion then moved to consider pre-vocational activities and programs on the junior high school level, generally considered to include grades 7 through 9.

Many items were discussed that are quite commonly included at this level of education. The group agreed that to be of value, the students must have a first hand viewing, or hands-on-experience, in as many fields as possible. Most activities discussed were those conducted as mainly broad exploration in grades 7 and 8, and real exciting participation on the 9th grade level. The activities in the 9th grade would be of a nature that would provide an individual with information necessary for selection of a vocational curriculum.

Parents, as well as students, are being involved in many places, in order to gain their support for the child's choice. Actual trips to industry are being made, followed by extensive discussions involving individuals from industry concerned with working conditions, advantages, limitations, etc. of work in certain occupational fields. Efforts were made constantly to show how specific occupations were contributing to the individual and society as a whole. Availability of sources of preparation, along with time and requirements, were also discussed. de

In place of actual trips to industry, the use and availability of micro-film occupational information was discussed. It was pointed our that some fine material of this type is available through the U. S. Employment Service, Office of Occupational Information. Some individuals were cautioned about the importance of keeping materials up to date when developing their own occupational information films. Reference was made to the use of V.I.E.W. programs in California as a source of supportive services. It was indicated that these services are available in 19 states in Regional Informational Centers.

It was suggested that, at this age level, grades 7-9, activities would be more exciting and valuable for the purpose intended if the students could work with tangible objects. That is, objects that could be handled. The use of retired personnel from industry was well accepted as a means of directing occupational information services.

In Idaho, in-service programs are being conducted for orienting teachers to successful methods of correlating real life occupations with the curriculum. Programs similar to Idaho's program for teachers were suggested, and in some cases are being utilized for keeping counselors aware of the change of activities in the world of work.

The group discussed the need for and methods of articulation between verious levels of education. It was agreed that this is quite important and it must filter down to the teacher-to-teacher levels in order to be implemented.

Utilization of differentiated counseling with uncertified people coming from all sources, but with the occupational background, and the ability to communicate with special groups of people or students, was then discussed. It was noted that this type of counseling is being used in many places where state certification requirements will permit it.

The need for making personal contact with the parents of students in the junior high school age group, educating these parents, and gaining their support was constantly stressed. The use of information centers, community resource teams, and summer programs were also discussed as outstanding supportive services for junior high school.

On the senior high school level, generally the last three years of high school, grades 10-11-12, a great deal of time was spent in discussing counseling services as supportive agencies, and how their activities could be improved by the use of para-professionals who could really relate to the students. Some of the characteristics of these people would be that they be members of minority groups, not college educated, individuals who had had a number of hard knocks, maybe even conflicting with the law, but who were convinced that preparation for the world of work and good citizenship was much more rewarding in the final analysis. Some cautions concerning the utilization of persons in the category were that the activities or functions they actually performed must be controlled carefully in order to prevent them from becoming involved in activities for which they were not qualified, or which conflicted with laws in some states concerning the use of this type of uncertified personnel. Programs for training the aforementioned individuals were also discussed.

When a "laundry list" of some seventy supportive services, agencies, or individuals was discussed, it was amazing to learn how much we depend upon, utilize, and need the counselor. The lack of occupational experience in their ranks was discussed, with concern, as well as the small amount of vocational education programs and occupational information classes required for their certification. Supportive services were discussed in light of their service to students: How they could assist in getting the right individuals into the programs; How they could assist in keeping the needy, either financially, or motivationwise, stu--dents in the programs; How they assist in the initial development and improvement in programs designed to up-grade individuals in services; and How they assist in the placement of students on the job after graduation or when ready for assignment. The group also discussed who should have the responsibility for knowing what supportive agencies are in a given area and who should make the contacts when necessary. It was felt that one individual, most probably the vocational education director or coordinator, should keep contact with many supportive groups and be ready to direct other teachers to them when help was desired, requested, or needed.

There were strong feelings expressed that before we can make progress in vocational-technical education we must improve our image by up-grading the profile of non-professional occupations and the education for such occupations. A plan was suggested that would begin with one individual in the State Department for Vocational Education being responsible for public information and coordinating supportive services to vocational education. The director of vocational education in a metropolitan area would have the same responsibility at that level. He should, it was agreed, organize an advisory committee involving all groups in the community, from the laboring class, through industry, management, social service groups, professionals and parent organizations, to parents. These groups would be advised on how programs

are conducted as well as current development information. The plan would be filtered down to the teachers, etc., on the implementation level. Attempts would be made to gain the support of administration, teachers of exploratory programs, and academic teachers. The success of the program would be constantly evaluated by the director and the advisory committee in light of the number of students enrolled in work preparatory programs, the number who graduate from the programs, and follow-up on the attitudes of the graduates concerning the entire program. The program would be subject to constant change for improvement. It was felt that this model would be effective, not only for image improvement, but for coordinating the efforts of supportive agencies in a metropolitan area.

The members of the group constantly stressed the importance of broad involvement of individuals from all walks of life who were actually representative of all groups to be serviced in the community. Involvement of all supportive services in the community was also stressed repeatedly.

The use of advisory committees for almost every activity was considered necessary for the success of such activities. The representation on the advisory committees requires the presence of labor, management, education, news media, and in some cases, service groups, such as Employment Security, etc. To be able to speak for their groups, the individual members must be representative of the group, and either elected or appointed to the position.

It was agreed that good qualified personnel must be secured and retained in high level positions in vocational education if the programs are going to progress and gain the respect and support of the services discussed throughout the conference. Many instances of supportive service utilization and practices actually in progress and indicating some degree of success were cited.

Even though some of the members of group two were at times the most vocal in the general conference sessions, when they met as a small discussion group, they could not have been more cordial or congenial. It was apparent that many ideas and proposed practices were developed and will be of great benefit to many individuals in the field.

INSTITUTE V

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS IN METROPOLITAN AREAS

Group Three Meetings
SUMMARY & FINAL REPORT

Group Leader: Don R. Campbell

Group Members:

Cecil Beck
Mauryne Dailey
Mary Helen Haas
Lisa Kidd
Will A. Laughlin
King Lysen
Joseph P. Papatola, Sr.
Richard C. Richmond
Edward Schwartzkopf
Marvin Seglem
Chet L. Sheaffer
Richard L. Taylor
Charles S. Winn

Much of the time utilized by Group 3 was used to determine existing problems of those seeking vocational training today, and what services are presently available to solve those problems.

It was pointed out by some members of the group that there are a number of existing agencies that are designed to help disadvantaged citizens in the areas of employment, housing, general education, legal aid, welfare, and counseloring, as well as many other areas of need. However, it was also pointed out that there is little, if any, coordination of these services.

Some of the participants felt that the school system should be the focal point for coordinating all supportive services, because of the daily contact with students. On the other hand, there were members of the group who felt that the present school system had not done the job of educating the disadvantaged to meet the challenge of life, and therefore, the people had lost faith in the present education system and they were now looking to other agencies for solutions to individual and family problems.

After much discussion of the pros and cons of using the existing school system as an effective vehicle for coordination, the general consensus was that the present system could be used if the following changes were made:

I. School Curriculum:

A. Changes must be made at grade school and high school levels that will provide opportunities to explore various types of job requirements; more knowledge of vocational training will enable students to understand as well as to experience many different types of work. This should take place at the grade school level; preferably at the 5th or 6th grade level.

B. High schools should emphasize more vocational training, but not at the expense of general education. Vocational education should be required in addition to the general education program.

II. Teachers:

A. Should have a variety of educational training and work experiences. Teaching should not become a "dumping ground" for people who could not succeed in some other occupation.

Present teachers will be used as teacher-coordinators in a revised system and will therefore need training that will make them aware of supportive service agencies and their function.

B. Teacher Attitudes:

It was pointed out by some members of the group that the attitudes of many in the educational profession hinder rather than help the students to learn. Many educators with attitudes of racism impede the progress of many students. Going beyond the black-white race issue, one speaker pointed out that, "Upper class whites hate Okie's."

Teacher attitudes that view children, teenagers, and adults as other than human beings must be eliminated if school systems are to become the focal point in solving human problems. Past mistakes cannot be repeated.

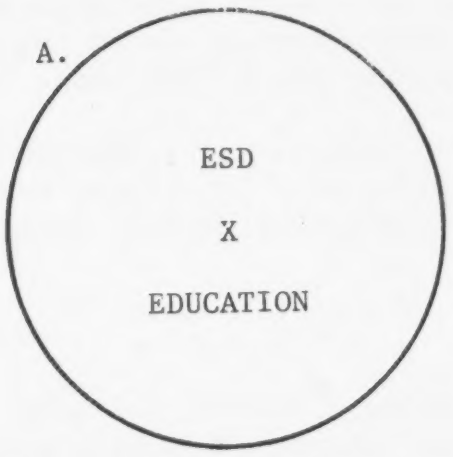
III. Physical Facilities:

A. Present school buildings in many localities can be used as they are. However, most would have to be modified to house new programs and staff. Future park and recreation facilities would be a part of the School-Community Service Complex, thereby eliminating separate buildings and separate land sites.

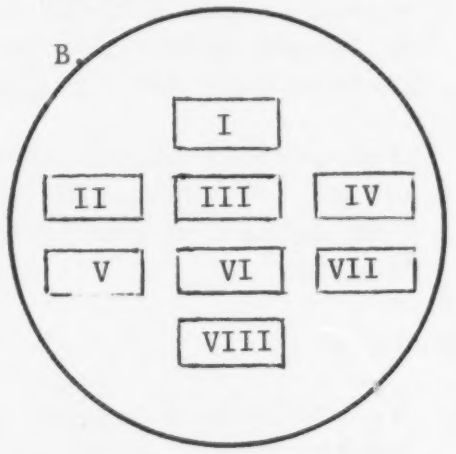
B. Location: Most schools (elementary) are located in neighborhoods of 5,000-10,000 people, which is probably adequate for the Community Concept envisioned by group 3. The only requirement is that these facilities be expanded to house supportive service functions.

C. Hours: Under the Family Service Concept, schools would be open 24 hours a day, 7 days a week, 365 days a year, although regular classes will not be taking place all the time. Much of the time will be used for social and recreational purposes.

ELEMENTARY SCHOOL DISTRICT



GRADE SCHOOLS
WITHIN THE DISTRICT



IV. Coordination:

This would begin at the grade school level, assuming that changes in curriculum, teacher training, attitudes, and facilities have taken place. The school coordinator (now called principal) will be the initial contact person (unless the teacher is contacted first by the student).

All major supportive services will assign staff specialists to the grade school, and they will be functionally responsible to the school coordinator (principal).

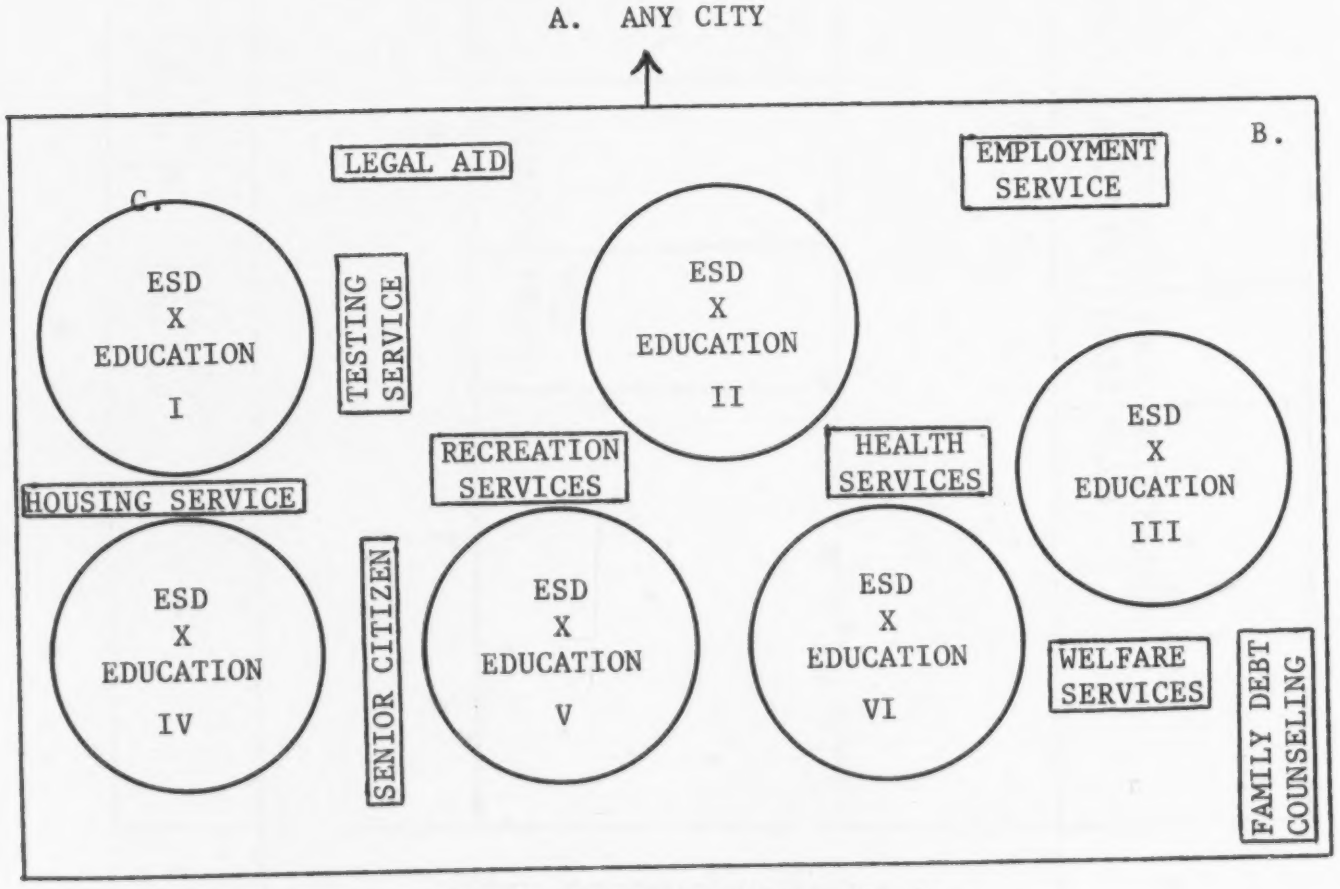
For example, let us suppose that Mrs. Jones, the mother of eight children, moved recently to school district III, which is in elementary school district I. She is unemployed, husband recently passed away. She still owes for husband's funeral, and has no money for school books, clothing, etc. It is the first of August and school will begin September first. While walking through the neighborhood about 10:00 p.m. one night, she noticed the grade school was open and went inside. She met the assistant school coordinator, who explained the function of the school and the role he had in the overall plan.

After listening to the coordinator, Mrs. Jones began to feel that he was someone with whom she could relate, and could perhaps help her with her problems. She explained to him about her husband's recent death, the fact that she had eight children, no money for food and clothing, let alone for school books.

The assistant school coordinator took down all this information, including Mrs. Jones' address. He then called the Coordinator of

Welfare Services, whose office was next door. The welfare coordinator listened to the assistant school coordinator, then took Mrs. Jones' name, address and social security number and called all this information into his central office. At the central office, a computer quickly scanned their records, which indicated that Mrs. Jones was not a present recipient of assistance, and that under present laws whe was entitled to help. The welfare coordinator then gave Mr. Jones a check for X number of dollars, a food and clothing order, and told her that an aide would be at her home the next day to take her to the nearest shopping center to do her shopping. He also told her to come back the next day, in the aftern on, to see the Manpower Coordinator about employment or job training. Mrs. Jones thanked the two men and left.

This story merely illustrates how one family living in a given neighborhood can receive needed assistance in a variety of areas, on a community level, and utilizing the neighborhood school as the coordinator for all services.



A. Indicates a typical city and its boundaries.

B. Shows the high school district boundaries.

C. I - VI are the various elementary school districts within the city and the high school districts.

D. X indicates polupation (1,000 to 5,000 people).

E. ESD - Elementary School District

F. ▭ - Indicates supportive services available throughout the city but not a part of the school district.

TYPICAL GRADE SCHOOL

ENGLISH CLASS	MATH CLASS	SOCIAL STUDIES		ENGLISH CLASS	MATH CLASS		SENIOR CITIZEN	
GAME ROOM	LIBRARY	T.V. ROOM		SCHOOL COORD I SCHOOL COORD II SCHOOL COORD III	HOUSING	LEGAL AID		
MAN-POWER COORDI-NATOR	WELFARE COORDI-NATOR	COUN SELOR		ELECTRICI-ANS CLASS	VOC. ED. LIBRARY	WOOD SHOP	AUTO MECHANICS	

HEALTH SERVICES UNIT
Dental - Mental Family Planning

INSTITUTE V

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS IN METROPOLITAN AREAS

Group Four Meetings
SUMMARY & FINAL REPORT

Group Leader: Roy C. Gill

Group Members:

Daniel L. Bates
Duane Blake
Marvin L. Brown, Jr.
John W. Bunten
William J. Eden
Donald W. Gallacher
Jack Harvey
Julius H. Kerlan
Alfred N. Weissman
Frank E. McFadden
Robert Mack
Kenneth T. Okano
Curtis E. Phillips
Blanche G. Smith
Otto A. Stangl
William H. Svabek
George L. Telge

Session 1

The first session of Group 4 centered around reviewing the institute's objectives as follows:

1. review and identify existing exemplary programs and practices that integrate school, community, government and other resources for helping poorly adjusted students to obtain appropriate training and to learn,

2. identify and evaluate local state and federal resources, both professional and non-professional that should be included in a comprehensive supportive service program,

3. review and evaluate relevant state and federal legislation and to delineate needed legislation, organization structure or policy helpful in solving students needs,

4. develop guidelines and models for initiating comprehensive coordination and more effective support of service programs.

Group 4 felt that our major objective was to develop guidelines and models for presentation at the final meeting.

One of the things to come out of the first meeting was the fact that we frequently separate education into parts instead of grouping both vocational and academic education under education in general. This implies that vocational education is a second class level of education and many vocational educators feel that the image of vocational education suffers. Another aspect of our initial discussion was that we frequently discuss programs rather than people and it was felt this is generally detrimental to serving the needs of individuals. Still other members of the group pointed out that sometimes we are only concerned with our own program and not with others, consequently we limit ourselves through non-cooperation or non-coordination with other programs. Lack of contact with the real world was stressed as one of the problems in vocational education and members from various programs including Seattle, St. Louis, San Francisco, and Houston pointed out that they utilized work study, visitations, field trips, and other methods to help solve this problem.

Considerable discussion resulted from various interpretations of just what is meant by disadvantaged youths. While no concensus was arrived at, it was felt that students who experienced difficulty in learning for any reason could be interpreted as disadvantaged. Some members of the group elaborated on their interpretation of what is meant by the word community. Apparently some use the term community to describe those involved in industry and business, and people in power, while others included the little man and disadvantaged people as part of the total community, and they feel that representatives of minorities are essential if planning for vocational programs is to be realistic.

Discussion regarding the participation of private enterprise was also considered an integral aspect of the total program. Some members stressed the fact that if one waits until the high school years to begin a program of vocational education, much valuable time has been lost, indicating that elementary level and even primary level is the proper beginning point for vocational education.

Considerable discussion revolved around just what the needs of the individual were and what services were available to meet these needs. Some emphasized the crisis-centered needs while others emphasized the on-going needs of all students. Counseling in itself was considered a key or focal point to services implementation. It was mentioned that industrial arts curriculum projects, such as that at Ohio State, were attempting to establish programs of an exploratory nature within the high schools. There was also some discussion regarding the part of the trade associations and trade unions in fulfilling certain supportive needs for their clients and students. All in all, the first session appeared to be an excellent starting point for our group meetings and toward our objectives.

Session 2

The second session began with an elaboration of just how the trade associations were involved with vocational education and how vocational educators appeared to shy away from industrialists whenever they attempted to make recommendations for improving vocational education programs. It was pointed out that industrialists do not buy a whole person, they buy a specific skill, and that is why they did not feel that education was fulfilling the needs of industry. One member countered by asking the Labor people why they felt it was necessary to have five years of apprenticeship in a specific program when vocational education frequently provided many of the initial parts of the training. The Labor man responded by pointing out that his personal opinion was that if the training was appropriate, the five year apprenticeship could be reduced to three years and there are current efforts being made to establish some criteria for achieving this. Some other members, particularly those from Seattle, briefly described a continuing program where students who are engaged in a plumbing apprenticeship were getting credit and reducing the amount of time for their apprenticeship. Additional problems specific to vocational education were brought up at this meeting, including those having to do with Manpower programs, unions, MDTA equipment, Indian Manpower programs, and reimbursement level for various public schools.

Requirements by federal legislation caused concern among several members and no conclusions were reached as to how these requirements could be met since it was difficult to recruit some students for certain areas. One of the major outcomes of this meeting was general agreement that personal concern or involvement on the part of the counselor and teacher is a "must" if supportive services were to be effectively utilized and the vocational education program was to be successful.

Session 3

In the third session, a simple model was constructed which provided both a description of the problem and a suggestion of the mechanics in meeting the needs of students for supportive services. Three concentric circles were drawn with the center circle representing the student, the second circle representing the students' needs or problems, and the third circle representing resources or supportive services. An arrow leading from the student to a box below, labeled occupational training, which in turn leads to a larger box further below, labeled the student's objectives, job skills, and independence. The arrow itself was labeled teachers and counselors. The implications of this model were that the teachers and counselors were the key in helping the student eliminate his needs and problems by helping him to receive the resources or selective and supportive services in order to obtain his occupational training, which in turn would lead to student subjectives of job skills and independence. With this model as a starting point, the group began discussion regarding the implementation of supportive services and the problems involved in achieving the ultimate objectives. There was more discussion regarding the academic requirements for the teacher and the

counselor. There was general concensus of opinion that it was important to have both real work experience and either a commitment or sympathetic understanding of the students.

Session 4

The fourth session revolved largely around communications and their importance in the total program. Further, a second model was developed which stressed the input, output, and evaluation aspects of the total vocational education program. The grades included in this diagram included kindergarten through fourteenth grade and adult, with an on-going counseling program to meet the individual needs of the student. A California representative also proposed an input-output graphic model showing twelve functions of vocational education, with the first eight representing input, and the last four representing output, in this program. A fourth model, in the form of progressive steps was proposed, with emphasized student involvement and the implementation of long and short range goals through supportive services. While there was no universal concensus of opinion regarding the models and the interpretation, no genuine differences in objectives could be discerned.

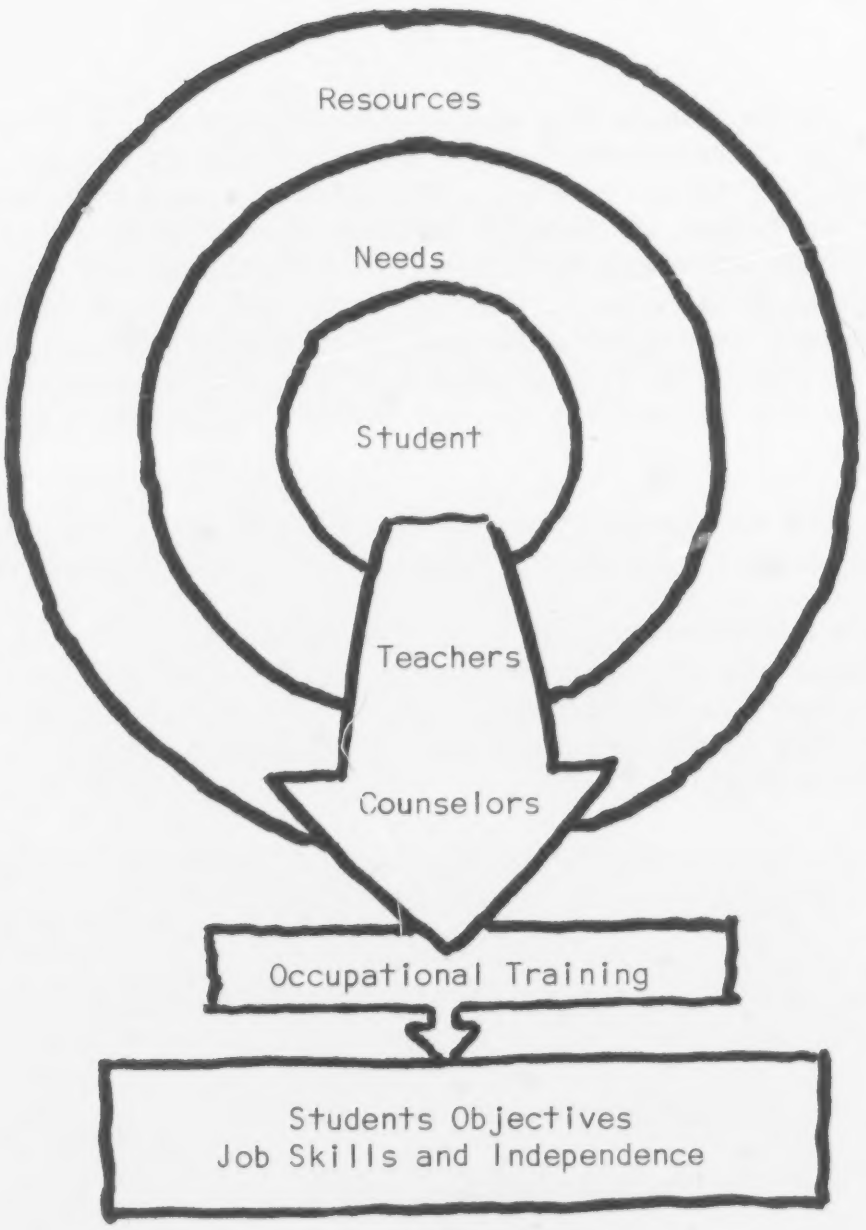
Session 5

The final meeting of this series was used to firm up the models which had been proposed, and to develop principles for implementation of the supportive services in question. First, we concerned ourselves with all students, since all students have needs. We recognized the importance of and the need for relevant and appropriate training which would provide job skills, which, in turn, would prepare youngsters for real jobs to meet the needs of industry and the community. But, we also recognized the need to personalize the student's program. Consequently, we zeroed in on the individual as a whole person and his needs in order to develop our model and guiding principles.

On the following page is an illustration of the first model, which suggested itself to us out of the initial discussions. This model could be considered both a description and a suggestion for the implementation of supportive services.

Throughout the course of the institute, in both the general and small group meetings, words and concepts, such as involvement, commitment, and genuine concern were stressed as the keys to identifying and providing for these needs. The key persons in the system of vocational education, who could recognize these needs, were the counselor and the teacher. It was agreed that regardless of what the academic credentials of the teachers and counselors are, it is essential that the additional ingredients necessary are real work experience and total commitment.

Communication between the counselor and the teacher, as well as the student was considered imperative if the factors inhibiting the student's progress and persistence in this program were to be identified and re-


Resources
Needs
Student
Teachers
Counselors
Occupational Training
Students Objectives
Job Skills and Independence

solved. Further, to implement the needed services to the student, an effective network of immediate two-way communications with the resources and support of services is necessary. This could be accomplished in many instances by formal agreements between agencies or joint operations to perform these specific services. The assignment of responsibility for coordination of "accountability" was also deemed essential. This was not, however, interpreted to mean that the teacher or the counselor should do what the student could do for himself, since a major goal of the program was to develop in the student skills in responsible decision making, self-help, and independence.

The second model to emerge from the discussion was relatively typical of the vocational education process, and it was agreed that given:

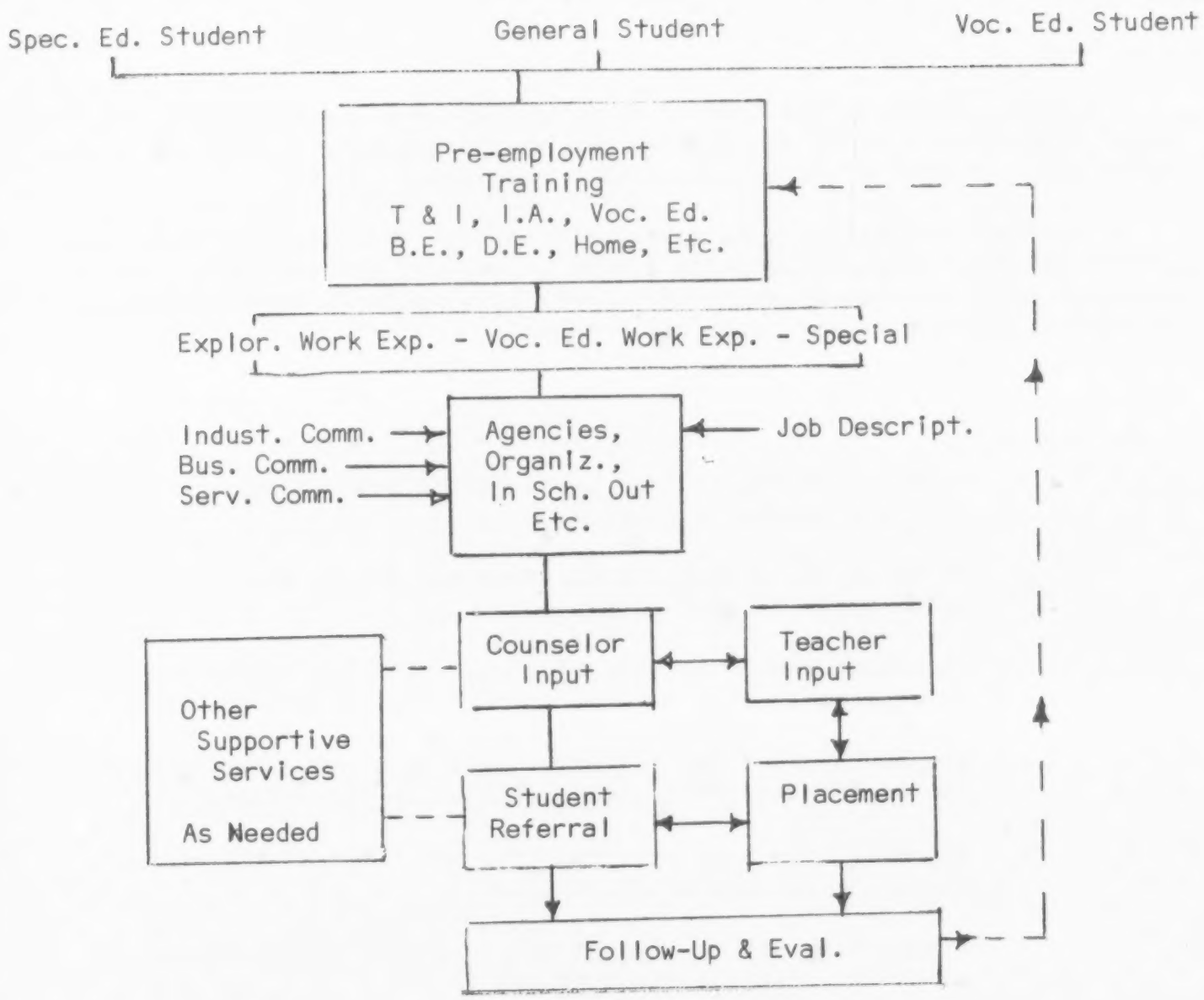
1. sincere concern for the individuals needs,
2. availability of supportive services,
3. inter-agency cooperation,
4. effective staff and materials utilization, and
5. a success orientation,

most existing models would be effective. The illustration on the following page was proposed.

A third model, which was in the form of a list of basic processes was developed as follows:

1. population needs information
2. job market needs information
3. job performance analysis
4. program planning
5. program review
6. ancillary services
7. vocationa guidance and counseling
8. vocational instruction
9. student recruitment
10. placement
11. evaluation
12. vocational promotion

The first eight of these were considered input and the last four output.



1. Student Application
2. Pre-Job Interview
3. Job Matching
4. Job Referral
5. Follow-Up

A fourth model in the form of progressive steps was exhibited. This model emphasized student involvement and implementation of long and short range goals or levels through supportive services.

The final product of this series of meetings utilized the three main models and supplemented them with a list of guiding principles for the administration and coordination of supportive services. These principles as follows are not in any particular order:

1. Supportive services, whenever possible, should be incorporated into the course work itself.

2. Students should be made aware of the supportive services available to them.

3. Focus of the supportive services must be on the total needs of the student.

4. The teacher and the counselor must maintain effective communication with respect to the student and his needs.

5. The teacher and the counselor must be knowledgeable about and be able to effectively utilize supportive services.

6. Whenever possible, or necessary, the supportive services should be brought to the student.

7. Flexibility of the program should permit modification of the student's program as needed.

8. The student must have the right to make his own choices.

9. The family and others concerned should be part of the team.

10. The process of the model must be on-going and continuous without interruption.

11. Accountability should include not only the counselor or teacher, but the student as well.

12. The school must take the offensive in initiating supportive services.

13. Meaningful experiences with reality are essential parts of supportive services.

14. Needs for supportive services must be anticipated and provided for.

15. The realities of each of the supportive services limitations should be recognized and understood.

16. Feedback and evaluation of the effectiveness of the supportive services is necessary.

17. The mechanics of the necessary procedures and arrangements for supportive services must be simplified.

18. Effective utilization of supportive services involves concern and commitment on the part of the teacher or the counselor.

Institute Evaluation Procedure

Three evaluation instruments were used to aid in the evaluation of the institute. A pre-institute form, including two sections, was completed by the participants on the first day of the institute. During the last day of the institute, a repeat of these two sections, plus a third section, was completed by each participant. A third specially developed evaluation instrument was administered six months following the completion of the institute. For those participants who did not respond to the first mailing, a second form was sent thirty days later. A more detailed discussion of the results of the institute evaluation may be found in a later section titled Evaluation of the Institute.

An informal method of evaluation was also used during the conduct of the institute through the use of reaction and question cards. These cards were used for two reasons, one, to get ideas from participants who preferred not to respond during the question and answer periods following the presentations. The second reason was to obtain a feel of the mood and attitude of the participants throughout the week of the institute. These responded provided the director and his staff an opportunity to revise some time schedules, evening activities, and group meetings, which assisted in stimulating and producing interest in the major topics and purposes of the institute program.

SUMMARY

In reviewing the completed institute, based upon participant responses to the evaluation instruments administered during the conduct of the institute, and those administered six months following the completion of the institute, it appears that the institute was very successful. A large majority of the participants responded on their evaluation forms that they gained materially from the institute, and would attend a similar institute if they had the opportunity. Approximately 95% gave this indication.

According to informal reactions and participant responses on cards made during the institute, the participants obtained invaluable information from the main presentations and the expertise of the selected consultants, and from the vast experience of other participants who represented various levels of responsibility in wide regional areas. Participants varied considerably with regard to background and training. This presented a plus factor, especially in the small group meetings, as well as in the general sessions during discussion periods. It was apparent that a great amount of learning took place as a result of listening to the various participants. Tangible forms of accomplishments as a result of the conduct of the institute included copies of the major presentations and four well-developed sets of models and/or guidelines designed for use, with adaptation, to more effectively coordinate supportive services for vocational education students preparing for employment.

Results of the six-month follow-up evaluation instrument indicated that a great number of activities relating to coordination of supportive programs had been or were being planned. Participants stated that the institute in the main had been the triggering force. Participants also indicated that they were much more aware of the problems regarding coordination of supportive services, and that some were interested and had attempted to initiate some procedures to overcome coordination roadblocks.

In view of the participants responses as indicated on the various evaluation forms and through informal discussions, it is recommended that a similar type of institute be initiated, probably on a more restricted geographical area, to meet some specific problems as viewed by change agents in respective metropolitan areas. It is also recommended that additional representation be included, particularly from a greater variety of manpower agencies, state governmental office, city government offices, as well as organized labor and management.

Future institutes might be even more effective if the selected directors, presentors, and group leaders be specifically prepared and trained prior to the offering of selected institutes. This would help assure that they would have a better understanding and awareness of the possible problems as well as specific procedures that would be most effective.

EVALUATION OF THE INSTITUTE

In an effort to adequately evaluate the conduct and the apparent contributions of the institute, a number of evaluative approaches were followed. A pre-institute evaluation instrument, which consisted of two parts, was administered during the first day of the institute. A post-institute evaluation instrument, which consisted of three parts was administered during the last day of the institute. The first two sections of the post-institute were identical to the pre-institute evaluation form. A six months post-institute evaluation form was sent to each of the sixty-three participants, requesting responses regarding their activities since attending the institute, relative to the subject of the institute. A second mailing of this form was sent a month later to those who had not responded to the earlier mailing. The results of the above evaluative approaches are presented in the following sub-sections.

Pre-Institute Post-Institute Evaluation Forms 1 and 2

The pre-institute and post-institute evaluation Forms 1 and 2, found in the Appendix, were administered during the first day and the last day of the institute. These forms were provided by Colorado State Univerwith with a request that they be administered and results tabulated.

Form 1 was designed to solicit participants opinions about vocational education and Form 2 was designed to obtain information concerning the general beliefs that the institute participants might have within certain categories.

The opinions that the participants held regarding vocational education changed very little during the one-week period that the institute was held. This is as might be expected since the major thrust of the institute was not directed toward changing opinions about vocational education, but, rather toward program review, model and guide development, and initiation. The participants responses to Form 1 were tabulated and may be found in the Appendix.

Participants were asked to respond to the questions on Form 2 in light of how certain important events in society affect them. The purpose was to obtain a measure of personal belief. In the main the responses changed only slightly between the pre-institute and post-institute tabulations. Again, this might be expected since the major objectives of the institute were not directed toward this area. The participants responses to Form 2 were tabulated and may be found in the Appendix.

Post-Institute Evaluation

Form 3

The post-institute evaluation form 3, found in the Appendix, was administered during the last day of the institute. The major purpose of this evaluation was to seek the opinions of the participants regarding the conduct of the institute during the one-week period, June 1 through June 5, 1970. This form, as was the case with forms 1 and 2, was provided by Colorado State University, with a request that it be administered at the close of the institute. The following is a summary of the responses made by 59 institute participants. A tabulation of responses may be found in the Appendix.

The participants were to respond to thirty-three questions, twenty-four of which required them to indicate whether they strongly agreed, agreed, were undecided, disagreed, or strongly disagreed. Two questions asked for a yes or no and a written response if answered yes. The remaining five questions requested a short narrative written response. Strongly agreed and agreed were totaled to provide the following percentages as were responses to strongly disagree and disagree.

With regard to the objectives and purposes of the institute, ninety-three percent stated that the objectives were clear to them and eighty-three percent said that they were realistic. Ninety-three percent stated that they accepted the purposes of the institute, while eighty-three percent indicated that the objectives of the institute were the same as theirs.

Ninety percent of the participants agreed that the material presented was valuable to them, with ninety-two indicating that they could not have gotten similar content from reading a book. Of all the respondents, ninety-five percent indicated that they did learn something new. Concerning the level of instruction, eighty-eight percent indicated that the information presented was not too elementary and ninety-eight percent indicated that the information was not too advanced.

A concern of the institute director and staff was whether participants felt that they had gained personally as a result of their attendance. Eighty-eight percent felt that solutions to their problems in the areas of supportive services had been considered. Another ninety-three percent indicated that they had an opportunity to express their ideas. Participants did feel that their time was well spent as ninety-three percent indicated agreement to this question. Eighty-three percent also stated that the institute met their expectations.

Apparently the majority of the participants felt that the presentations were relevant and presentors were well qualified. Eighty-eight percent stated that the presentors really knew their subjects, and ninety-one percent indicated that they were stimulated by the topics presented. Trivial matters did not dominate the content of the institute

as eighty-six percent disagreed that too much time had been devoted to trivial matters. Another eighty-one percent felt that the content was readily applicable to the important problems under consideration, and eighty percent felt that theory was related to practice.

A great concern of persons directing institutes such as this is whether the conduct and organizational mechanics are such that learning can take place. The majority of the participants, eighty-six percent indicated that they were able to work together well as a group. Also, eighty-three percent felt that group discussions were excellent. Eighty-eight percent of the participants indicated that there had been provided enough time for informal conversation, which tends to support the feeling that the participants did really feel a part of the institute group, to which ninety-seven percent indicated agreement.

Some printed materials were provided the participants to assist them in their discussions. Approximately two-thirds, sixty-nine percent, thought that they were very helpful. From the responses, the institute schedule could have been a little more flexible. Fifty-three percent indicated that the schedule was sufficiently flexible.

The participants were asked whether as a result of their participation, would they plan to modify either present or future work. Ninety percent answered in the affirmative. Those who answered "yes" were to describe the nature of the most important of such modifications and the activities which would be affected. A summary of these responses follows:

1. Integrate vocational education into the total education system at the various grade levels and to involve the total school faculty.

2. Involve the community supportive agencies in the area to a greater degree.

3. Stimulate efforts in the utilization and improvement of coordination between the many educational and social agencies trying to meet the needs of people in the urban city.

4. Development of a manual for setting up and initiation of a career exploration program for the middle school level, and especially for the disadvantaged at this level.

5. To improve the image of vocational education through a well planned, organized and initiated public relations program.

6. To form an advisory group consisting of representatives from local supportive groups that involve a much wider spectrum of service for youth in the community.

7. Increase the opportunity for faculty to become involved in relevant pre-service and in-service training programs in the area of the importance and use of supportive service and agencies.

8. Expand the membership of current advisory committees to include representation from the supportive service areas.

9. Form groups for the special purpose of developing programs to further the opportunities to the disadvantaged in vocational education and training.

10. Develop a more effective and logical system in the coordination planning aspects of the total effort to provide relevant vocational training.

11. Place more emphasis on group and committee work that is organized around the needs of participating disadvantaged students.

12. A greater emphasis on articulation of programs for selected students in vocational education, providing relevant occupational information, etc.

13. Expansion of dissemination of occupational information and linking of employment service activities to vocational education and training offerings, especially for those persons considered disadvantaged.

Participants were requested to indicate that as a result of their contacts with other participants and consultants, would they seek some continuing means of exchanging information with them. Eighty-eight percent indicated that they would. Those who responded in the affirmative were asked what types of information could the consultants or participants contribute that would be helpful to them in their work. A summary of these responses follow:

1. Securing further details regarding exemplary programs that appear to be working well as well as proposed models.

2. Career, occupational, guidance information job resource manuals, and curriculum material and proposals.

3. Obtaining materials developed in other states for use by making necessary adaptation, and scheduled visits to ongoing programs.

4. Suggest a follow-up meeting of those who attended this institute to exchange ideas regarding programs developed and initiated during this period.

5. Description of successful programs and techniques and instruments which may be used for developing and implementing programs.

6. Use participants and consultants in assisting in promoting, developing, and initiating programs.

7. How business, industry, and labor can be involved in the direction and conduct of vocational education programs.

8. Exchanging possible solutions to similar problem areas, especially in the securing of supportive services--help to become aware of ideas.

9. Gain additional information regarding their programs and future respect and evaluations of these programs.

10. Research and evaluation in working with the disadvantaged.

Participants were asked to write out responses to five general questions concerning the conduct of the institute. A summary of the responses to each of these questions follow:

To What Extent Were The Objectives Of This Institute Attained?

1. Models and guidelines were developed which fulfilled the stated objectives.

2. I think we reached our objectives --- fairly well --- to a great extent.

3. If we were to synthesize the information from the four work groups, we would have an excellent plan of attack on the problems set before us.

4. Some groups did a good job -- others never made the "ball park."

5. Over 98% --- outstanding --- to some degree -- very well -- wholly -- well met and fully defined.

6. I have a much better understanding for the use of supportive services, although we use many of them at the present time.

7. Provided valuable immediately implementable information to better our vocational program.

8. This institute was successful far in excess of my expectations.

9. They were probably met - I would like to have seen more development of specific techniques and a little less of conceptual models.

10. Well -- but I felt that the objectives may have been too modest.

11. For my part, this has been a profoundly enriching experience.

In Your Opinion, What Were The Major Strengths Of This Institute?

1. A well planned outline of activities.
2. Thought provoking and excellent speakers.
3. Well operated group sessions with sufficiently specified objectives to be useful.
4. The various effective presentation techniques used by the different speakers and panels.
5. Good organization by the institute staff.
6. Opportunity to learn from one another.
7. Leadership was sincere and devoted to the institute objectives.
8. The chance to glean some ideas from speakers as well as fellow participants.
9. Open door discussions and free expressions.
10. The excellent leadership, the planning and organization, and the diversified background of the participants.
11. The group leadership was the best that I have experienced.
12. The opportunity for interaction.
13. Communication, incentive, and open friendly atmosphere.

In Your Opinion, What Were The Major Weaknesses Of This Institute?

1. Not enough time for informal session.
2. No major weaknesses -- can't think of any.
3. Some lack of dealing with the major revolutionary changes taking place in American society.
4. Inability of people to follow instructions.
5. Some speakers repeated information already presented.
6. The strengths were more than sufficient to obliterate the weaknesses.
7. Not enough discussion on practical mechanisms needed to attain coordination.
8. Needed more non-"vocational" type of people.

If You Were Asked To Conduct An Institute Similar To This One, What Would You Do Differently From What Was Done In The Institute?

1. Stress curriculum a little more.

2. Increase time for relaxation and informal discussion -- more free time if possible.

3. This was an excellent model to follow - well planned -- well conducted.

4. Increased number of reaction type of meetings and presentations, and more small group sessions.

5. Have speakers remain throughout the week as resource person.

6. Increase student involvement - more field trips.

7. Very little - this is the best of the three that I have attended. The format was similar to others, but the results were, in my opinion, excellent and above expectation.

8. Obtain more input from participants regarding their problems in their geographical areas.

9. Bring in more non-vocational education people.

Additional Comments

1. Thank you for everything, this institute has been a "giant" help.

2. Very good institute -- good planning and execution -- very well done -- excellent -- concise and beneficial -- job well done.

3. It is one of the best that I have attended with regard to getting the job done.

4. I thought it was relevant.

5. You and your staff have contributed very significantly to the betterment of vocational education in America. These ideas will go on and on.

6. Excellent -- as shown by continued attendance.

7. Enjoyable! Contributed significantly to professional growth.

8. Organization and morale were excellent. Lodging and food was great and meeting rooms and facilities were tremendous.

9. This institute was very valuable. I sincerely appreciated the opportunity to attend. My thanks and congratulations to all who had a part in this institute.

10. Did a nice job, the assistants were impressive, courtesy was excellent.

11. The best I've been to yet! Keep 'em coming.

12. Very outstanding physical arrangements of accessibility - lodging - friendliness of institute staff.

The last two questions on Evaluation Form 3 requested that the participants respond regarding their feeling about attendance at the institute. Fifty-seven of the fifty-nine respondents state that they would apply again for participation in the institute, which they had just completed, if they had it to do over again. The same number and percent also indicated that if an institute such as the one they had just completed would be held again, they would recommend it to others.

Six-Month Post-Institute Evaluation

A post-institute evaluation instrument was developed for the purpose of seeking responses from participants regarding the possible attainment of indicated institute objectives, as viewed by these participants six months following the completion of the institute. The evaluation form, which is found in the appendix, was sent to each participant during the earlier part of December. A second mailing of the form was made during the first part of January, 1971, to those who did not respond to the first mailing.

The participants were asked to respond with a "yes," "believe so," "plan to," or "no," to twenty-two structured questions. The tabulation of responses may be found in the appendix. The participants were also asked to describe those specific things that they had done as a direct result of having participated in the institute which were not covered by one or more of the twenty-two questions.

The twenty-two questions in the evaluation form were structured around the four institute objectives. The first objective dealt with the review of existing exemplary programs and practices that integrate school, community, government, and other resources for helping poorly adjusted students to obtain appropriate training and to learn. A large percentage of the participants did identify existing exemplary programs as well as contacting and reviewing these particular programs. More than half of the respondents became involved in proposing exemplary programs for vocational training which integrated a number of existing exemplary programs and practices involving school, community, and other resources in the community. Half of the participants who responded indicated that they initiated exemplary programs and practices to integrate school community and other resources for helping poorly adjusted youth in attaining appropriate vocational training.

The second objective of the institute dealt with identifying local, state and federal resources that should be included in a comprehensive

supportive service program. Again, a large percentage of the participants who responded indicated that they did identify a number of local and state or federal individuals who were involved in comprehensive supportive programs and also met with these individuals and/or groups to discuss comprehensive supportive programs. Also, a large majority of the respondents indicated that they had worked with local, state, or federal individuals in the development of supportive programs.

A third major objective of the institute was to review relevant state and federal legislation to delineate needed legislation, organization structure or policy helpful in solving student vocational training needs. A majority of the respondents indicated that they did review relevant state and or federal legislation designed to assist and solve student vocational training needs. Also, more than half of the respondents indicated that they had discussed legislation with other interested individuals with regard to its need in assisting in solving the training needs of poorly adjusted students. A very sound percentage, however, had become involved in proposing additional legislation designed to assist in the promotion of appropriate vocational training.

A fourth objective of the institute was to develop guidelines and models for initiating effective comprehensive coordinated supportive programs. A large number of respondents did indicate that they had reviewed various guidelines and models for initiating comprehensive and coordinated type supportive programs. They also indicated that they discussed the available guidelines and models with other interested individuals and groups. However, a rather small percentage actually developed a set of guidelines or models for initiating such comprehensive coordinated programs for supportive programs. Approximately half of the respondents indicated that they did assist in initiating comprehensive programs designed to aid poorly adjusted youth to attain appropriate vocational training. A very large majority of the respondents stated that they did explain concepts regarding supportive programs to administrators and teachers, which they had learned as a result of attending the institute. Also, a large percentage of the respondents stated that they could better understand some of the professional articles dealing with this particular area. A very small percentage of the respondents have written articles for publication concerning the need for supportive programs. Many of the institute participants who responded indicated that they had been working more effectively with educators and other local and state officials in the promotion of the supportive ideal as a result of their activities in the institute. They also indicated that they had been working more effectively with the various segments of the community including industrial, business, labor, and government.

Almost all of the participants stated that they have been using or believe that they have been using the information on their job which had been presented and discussed at the institute. A very high percentage of the respondents stated that they had become more aware of the vocational training needs of the poorly adjusted students. Most of the respondents indicated that they have kept in contact with participants and consultants whom they met during the institute.

As part of the six month post-institute evaluation, the respondents were asked to describe the specific things or activities in which they have become involved as a direct result of having participated in the institute. Some of the responses and comments that were made by the participants follow:

Comments:

1. Re-oriented a program for Vocational Education "Exemplary" program funded with $112,000.00.

2. Have met with numerous city officials and other groups to push vocational education in New Orleans, La.

3. Met with State Department of Education urging changes in State Plan.

4. January 28, 1971, I will present to our Board of Education a new plan to spread the benefits of skill training.

5. Signed a cooperative agreement with Delgado College - which now offers technical courses to 200 of our high school students - each student attending for three hours daily.

6. We are developing a strong supportive services program, involving business, industry, labor, and the community, in conjunction with our middle school bocational orientation-exploration program.

7. Shortly after the Institute, I accepted a new position with the federal government which is not directly involved with vocational education. However, I do forsee the possibility of utilizing some of the ideas and programs within certain phases of our training programs.

8. Article in November 1970 AV Journal describes our project coordinating community agencies with needs of disadvantaged people.

9. The Institute made me more aware of my responsibility to initiate programs for home economics occupational education. The Institute gave me the enthusiasm I needed to make teachers aware of their responsibility. In four of our ten high schools I feel we are going to be offering appropriate vocational training that will meet the needs of students. These four new occupational home economics programs will keep students in high school who otherwise might be drop-outs.

10. I have recently developed a model for an employability plan of action to be used as a tool in training and guiding counselors. The idea here was partially influenced by participation in the Institute. We have also been involved in a program for training school counselors in use and interpretation of test results and labor market information in Utah school districts.

11. I have written several programs for academically disadvantaged and handicapped students and set up a vocational guidance program at the two area vocational technical schools in St. Louis County. I developed models for three occupational developmental programs at the 7th, 8th and 9th grade level in Junior High Schools. I have been engaged in several research studies on student conceptions of occupations and career choices. I have instituted a job data bank and job resource manual on jobs available. I have written three articles which will appear in the A.VA. Journal, school shop and the Vocational Guidance Quarterly.

12. As a direct result of the Institute V, a vocational committee has submitted recommendations to the school district Board of Trustees resulting in a pilot program for the handicapped student. This is a state funded program under the project title of "PASS," meaning, "Pre-Vocational Academic Survival Skills." The facility will house a "Independent Living Skills Center" and a "Home Mechanics Laboratory."

    The materials gleaned from this same institute have also served as substantiating data toward selling a area vocational school concept in this locale. I am at present writing up a report to be presented to the state legislature during its forthcoming session. This report, and the super-sales pitch by a number of interested speakers will hopefully reestablish a "Area Skill Center" district similar to the Junior College, or Community College districts of previous years.

13. I fostered and supported an overall Youth Advisory Council which is tied in directly with the Youth Coordinator out of the Mayor's Office in Salt Lake City. I have had follow-up contact and am serving as Chairman this year for Salt Lake School District Vocational Education Advisory Committee.

14. I have had the opportunity, because of the institute, to find out what <u>other</u> districts are doing, and more important, to broaden contacts which might otherwise not have been possible. I realize what little is being done and, in addition, what can be done if initiative is taken. I have been able to provide myself with proof-positive that unless counselors (vocational ed. personnel and others) take the initiative someone will make the moves and decisions for us.

15. I have attempted to make available, on a request basis, information on programs with which I am familiar and involved in Colorado to participants in this institute. I have helped organize a fourteen school district, seven county, supportive services agency consisting of professionals from the schools, state employment service, state rehabilitation agency, local community action agencies, county welfare department, area mental health clinic, and other interested groups.

16. The specific things accomplished as a result of having attended the Institute not covered in the above statements are basically these:

I have presented to our curriculum committee a report of my experiences at your Institute and have recommended that they give consideration to implementing some additional courses that would assist in the teacher education program in meeting the needs of those having needs similar to those for Special Needs education.

I am a member of our CAMPS Committee for the State of Nebraska and have also reported to them relative to my participation in Institute V.

17. I have written two proposals; helped with one other proposal. I am most interested in presenting the needs through many speaking engagements to colleges, school districts, churches, high schools. I have prepared new brochures and have made appropriate slides to be used with presentations. A letter that was written by me to one of our leading bankers has been duplicated and sent to Washington by him and to many of our leaders in the city. I have held seminars for vocational counselors, management, for A.T.T., etc.

18. I am presently a member of our occupational education task force - of which there are four members. We are presently evaluating and implementing new programs for vocational education and phasing out those which do not provide a future of employment due to the changing economy.

19. I am arranging some materials to exchange with 2-3 other institute participants. I did receive some materials about other programs being conducted in other states. I used a few of the concepts of "experience as the best teacher," to teach success in the use of "manual things" in my special education class. I have become more "aware" of the role industrial training has and can become important in the education of even "trainable" individuals, as well as 'slow learners' and dropouts. I have become more aware of the "dignity" and important role of the "skilled trades" and TRADE SCHOOLS.

20. I have prepared teacher education proposals, too, which are designed for disadvantaged student needs emphasis in vocational educational programs. Both include the concept for integrated supportive services. One is now funded and in operation. Second, I expect funding in January to begin June 15, 1971 or September 15, 1971 for a three year period. I also have prepared a proposal on teacher competencies to deal with same problems. I am not sure of outcome on this one.

21. We have developed a new Curriculum Guide for our Special Vocational Needs Program and we are now in the process of revising our program to meet the guidelines established during our workshop.

We are preparing a plan which establishes a career opportunities or vocational guidance counselor in each of our secondary schools. This person will be responsible for advising youngsters who are interested in vocational fields - he will have this designation and identification.

Three counselors, director of student services and I are going to San Diego, California January 16-24, 1971 to visit another institute participants program and any other programs along the way which we feel merit our attention.

APPENDIXES

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APPLICATION FORM

INSTITUTE V
COORDINATION OF SUPPORTIVE PROGRAMS
FOR
VOCATIONAL EDUCATION STUDENTS IN METROPOLITAN AREAS
June 1-5, 1970
Arizona State University
Tempe, Arizona

Please type all responses:

Name Miss / Mrs. / Mr. / Dr. _____
(Last) (First) (Initial)

Mailing Address _____

_____
(Zip Code)

Office Phone: _____ Home Phone: _____
(Area Code) (Area Code)

Current Position _____
(Title) (Years held)

_____
(Employer's name) (Address)

Major Responsibilities _____

_____

If selected for participation, would you be willing to contribute to the Institute by:

_____ (1) Appearing on a panel? Area of interest is _____

_____

_____ (2) Serving as a group leader?

What knowledges, abilities, or materials do you perceive your participation can contribute most to these institutes?

Briefly describe your present or future activities which relate to the institutes you are interested in attending.

What are your primary reasons for wanting to participate in these institutes?

I AGREE that if accepted to participate in these institutes, I will be in attendance for the entire period unless prior arrangements have been made. Further, I understand that reimbursement arrangements will include the provision of room and board and reimbursement for travel on the basis of air tourist rate, tax exempt, within the continental United States. If the total costs of institute travel do not permit full reimbursement, a pro rata distribution of funds based on cost of air tourist fare will be made. Furthermore, I understand that the programs developed by these institutes will be evaluated, and I agree to furnish the information necessary to evaluate my segment of the program.

Applicant _____
(Signature)

PLEASE COMPLETE AND RETURN TO:

Dr. Carl Bartel
Institute Director
Division of Technology
Arizona State University
Tempe, Arizona 85281

Discrimination prohibited - Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, creed, sex, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal assistance.

Arizona State University complies with the spirit and intent of this law."

ARIZONA STATE UNIVERSITY
Division of Technology

TEMPE, ARIZONA

May 1, 1970

Dear Participant to Institute V:

You have been selected as one of the 75 participants to attend Institute V, Coordination of Supportive Programs for Vocational Education Students in Metropolitan Areas, which will be held at Arizona State University, June 1-5, 1970. I am anticipating meeting you and working with you during the course of the Institute, which will formerly begin Monday morning, June 1.

A brochure is enclosed to provide general information which will be of interest to you as you firm up plans to attend Institute V. To better facilitate our plans to make the Institute most relevant and to ease your travel problems, please complete the back page of the enclosed brochure and send it immediately. If possible, your arrival time should be planned for sometime Sunday afternoon or evening.

It is important that we receive your response at an early date so that we can send additional information to you just prior to the beginning of the Institute. Again, I take this opportunity to welcome you to Arizona State University and Institute V.

Sincerely,

Carl R. Bartel
Director, Institute V
Division of Technology
Arizona State University
Tempe, Arizona 85281
Telephone (602) 965-3160

ARIZONA STATE
UNIVERSITY
DIVISION OF TECHNOLOGY
TEMPE, ARIZONA 85281

May 18, 1970

MEMO TO: Applicants for Institute V

FROM: Carl R. Bartel
Institute Director

SUBJECT: Selection of Participants
for Institute V

Participants selected to attend Institute V, "Coordination of Supportive Programs for Vocational Education Students in Metropolitan Areas," which will be held at Arizona State University, have been notified of their selection.

The criteria used for selection was provided by Colorado State University under the Multiple Institute Project. Preference was given to those persons holding leadership positions in city and state health, welfare, and employment services, guidance directors, and vocational administrators and supervisors.

If additional participant openings occur, I will be in contact with you regarding your possible attendance as a regular institute participant.

INSTITUTE V

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS IN METROPOLITAN AREAS

PARTICIPANT ROSTER

Name	Position	Group	Address
ACUFF, Joe M.	Local Supervisor	1	State Department of Vocational Educ.-MDT 302 W. Washington Phoenix, Arizona 85003 (602) 262-6909
ANDERSON, Chester R.	General Coordinator	2	Occupational Information Carver School 1514 Campbell Kansas City, Missouri (816) 471-5439 64108
BATES, Daniel L.	Supervisor	4	Counseling & Testing Utah Dept. of Employment 190 W 800 N Provo, Utah 84601 (801) 373-7500
BECK, Cecil	Coordinator	3	Cooperative Education School District #6 Beck Avenue Cody, Wyoming 82414 (307) 587-4273
BEEHLER, Elwood	Guidance Coordinator	1	Sahuaro High School 545 Camino Seco Tucson, Arizona 85710 (602) 791-6935
BELL, Henry	Head	2	Industrial Education Washington Jr. High Sch. 2101 S. Jackson Seattle, Washington (206) 324-9366 98144
BERG, Carl R.	Manager	2	Employability Development Center-Salt Lake Dept. of Employment Security 345 South 6th East Salt Lake City, Utah (801) 322-1433 84102
BLAKE, Duane	Chairman	4	Vocational Education Dept. Colorado State University Fort Collins, Colorado (303) 491-6317 80521

PARTICIPANT ROSTER (Cont)

Name	Position	Group	Address
BRINKMAN, Fred J.	President	1	Los Angeles Trade-Technical College 400 W. Washington Blvd. Los Angeles, Calif. 90015 (213) 746-0800
BROWN, Marvin L., Jr.	Executive Secretary	4	Mechanical Contractors Association of Texas 702 International Life Bldg. Austin, Texas 78701 (512) 472-4741
BUNTEN, John W.	State Director	4	Vocational-Technical Educ. Department of Education Heroes Memorial Bldg. Carson City, Nevada 89701 (702) 882-7321
COOK, Joseph	Vocational Education Coordinator	2	Metropolitan Youth Education Center 1420 Kalamath Street Denver, Colorado 80204 (303) 534-6184
DAILEY, Mauryne	City Director	3	Guidance & Counseling Houston Independent School District 3830 Richmond Avenue Houston, Texas 77027 (713) 623-5151
DUIS, Harold F.	Senior Program Officer	1	Analysis & Reporting U. S. Office of Education Washington, D. C. 20202 (202) 963-3213
DUNCAN, J. Alan	Director	1	Occupational Education Seattle Public Schools 815 Fourth Avenue N Seattle, Washington 98109 (206) 587-4277
EDEN, William J.	Manpower Specialist	4	Operation LEAP/Phoenix 302 W. Washington Street Phoenix, Arizona 85003 (602) 262-6666
EDWARDS, Helen F.	Special Education	1	2101 W. Marshall Avenue Phoenix, Arizona 85015 (602) 279-8610

PARTICIPANT ROSTER (Cont)

Name	Position	Group	Address
GALLACHER, Donald W.	Curriculum Consultant	4	Seattle Public Schools Industrial Arts 815 Fourth Avenue N Seattle, Washington (206) 587-6330 98109
GARNESKI, Thomas M.	Dean	2	Maricopa Technical Coll. Student Personnel Serv. 106 East Washington Phoenix, Arizona 85004 (602) 252-6661
HAAS, Mary Helen	Professor	3	Home Economics Education Dept. of Vocational Educ. Colorado State University Fort Collins, Colorado (303) 491-6879 80521
HARVEY, Jack	Counselor Coordinator	4	Supportive Service Counselors Manpower Skill Center 2323 Grand Kansas City, Missouri (816) 421-8090 64108
HOSS, Kenneth	Employment Counselor	1	Missouri State Employment Service 1411 Main Kansas City, Missouri (816) 763-6028 64134
KALMAN, George W.	Supervisor-Service Occupations & Work Experience Programs	2	Portland Sch. Dist. #1 Vocational Educ. Dept. 631 N.E. Clackamas Street Portland, Oregon 97208 (503) 234-3392
KEIL, Ellsworth C.	Co-director	1	CSU Manpower Studies 50 West 5th Avenue Denver, Colorado 80204 (303) 744-2317
KERLAN, Julius H.	Consultant	4	Pupil Personnel Service (Vocational Guidance) State Dept. of Education 2370 Hendon Avenue St. Paul, Minnesota (612) 221-2632 55108

PARTICIPANT ROSTER (Cont)

Name	Position	Group	Address
KIDD, Lisa	Administrative Assistant to the Exec. Director	3	Total Community Action 615 North Street New Orleans, Louisiana (504) 524-8212 70130
KRUBECK, Floyd	Dean	2	School of Business & Technology Kearney State College Kearney, Nebraska 68847 (308) 237-5961
LAUGHLIN, Will A.	Counselor	3	Career Development Services Department 835 Twelfth Avenue San Diego, California 92101
LAWRENCE, Otis	Director of Curriculum	1	Oklahoma City Public Schs. 900 N. Klein Oklahoma City, Okla. (405) 232-0581 73106
LEE, Arthur M.	Director	4	Arizona RCU 1333 W. Camelback Road Phoenix, Arizona 85013 (602)
LYSEN, King	Coordinator	3	Youth Planning City of Seattle Municipal Building Seattle, Washington (206) 98109
MC FADDEN, Frank E.	In-school Project Coordinator	4	Neighborhood Youth Corps San Diego Unified Sch. Dist. 835 Twelfth Avenue San Diego, Calif. 92101 (714) 233-0181
MC GUIRE, Noel N.	Coordinator	1	Economic Education Little Rock Public Schs. West Markham & Izard Little Rock, Arkansas (501) 376-3851 72201
MACHADO, Mary E.	Counselor	2	4336 Puu Panini Avenue Honolulu, Hawaii 96816 (808) 944-8982

PARTICIPANT ROSTER (Cont)

Name	Position	Group	Address
MACK, Robert	Consultant	4	Work Experience Program Seattle Public Schools 815 Fourth Avenue N Seattle Washington 98109 (206) 587-4235
MILLER, Melvin D.	Assistant to the Director	1	Vocational Adult & Community College Oregon State University Benton Hall #102 Corvallis, Oregon 97331 (503) 754-2961
MINCHIN, Madeline F.	Home Economics	2	Phoenix Union High School System 2042 W. Thomas Road Phoenix, Arizona (602) 258-7834
NEMETh, Norma	Liaison Counselor	1	Vocational Center Phoenix Union High School System 5733 N. 11th Place Phoenix, Arizona 85014 (602)
OKANO, Kenneth T.	Program Specialist	4	Manpower Training 1040 S. King St. Rm 306 Honolulu, Hawaii 96814 (808) 547-1440
O'DOWD, John E., Jr.	Director	2	Secondary & Vocational Ed. New Orleans Public Schls. 731 St. Charles Avenue New Orleans, Louisiana (504) 524-8592 70130
PAPATOLA, Joseph P. Sr.	General Coordinator	3	Work Opportunity Center Minneapolis Public Schls. 107 S.E. 4th Street Minneapolis, Minnesota (612) 332-0573 55414
PHILLIPS, Curtis E.	Specialist	4	Industrial-Vocational Ed. Pueblo Public Schools 102 W. Orman Pueblo, Colorado 81005 (303) 542-2850 Ext. 37

PARTICIPANT ROSTER (Cont)

Name	Position	Group	Address
RICHMOND, Richard C.	State Vocational Guidance Consultant	3	Division of Occupational Education Route 1 - Box 98 Del Norte, Colorado (303) 892-3111 81132
SCHWARTZKOPF, Edward	Supervisor	3	Student Employment Lincoln Public Schools Box 200 Lincoln, Nebraska 68501 (402) 475-1081 Ext. 339
SEGLEM, Marvin	State Supervisor	3	Trade & Ind. Education State Dept. of Educ. 412 Arizona State Bldg. Phoenix, Arizona 85007 (602) 271-5565
SHEAFFER, Chester L.	Coordinator	3	Cooperative Education Tucson Public Schools P. O. Box 4040 Tucson, Arizona 85717 (602) 791-6229
SHERR, Leonard	Principal	2	Wright Brothers Junior-Senior High School 1110 Carolina Lane San Diego, Calif. 92102 (714) 262-7501
SMITH, Blanche G.	Coordinator	4	Health Career Education Tucson Public School #1 1010 E. 10th Street Tucson, Arizona 85712 (602) 791-6705
SMITH, J. W.	Area School Vocational Director	1	Dickinson High School 1037 - 4th Avenue West Dickinson, N. Dak. 58601 (701) 225-6736
SMOKER, David E.	Director	2	Student Services Albuquerque Technical-Vocational Institute 525 Buena Vista, S. E. Albuquerque, N. Mexico (505) 842-3782 87106

PARTICIPANT ROSTER (Cont)

Name	Position	Group	Address
SNYDER, John E.	Assistant Commissioner and State Director	2	Division of Vocational Education State Dept. of Education 120 East 10th Street Topeka, Kansas 66612 (913) 296-3951
SNYDER, Ray	Consultant	1	Adult & Occupational Education Lincoln Technical Coll. P. O. Box 82889 Lincoln, Nebraska 68501 (402) 475-1081
STANGL, Otto A.	Dean of Applied Science	4	Central Wyoming College 114 Valley Circle Riverton, Wyoming 82501 (307) 856-9291 Ext. 41
STEWART, Lou	Education Director	1	Washington State Labor Council AFL-CIO 2700 - 1st Avenue Seattle, Washington (206) 682-6002 98121
SVABEK, William H.	Project Head	4	Master Plan for Occupational Education Adult Occupational Div. San Francisco Unified School District 135 Van Ness Avenue San Francisco, Calif. (715) 863-4680 94102
TAYLOR, Richard L.	Principal	3	Seattle Public Schools 815 Fourth Avenue N Seattle, Washington (206) 745-2368 98109
TELGE, George L.	Vocational Counselor	4	houston Independent School District 3830 Richmond Avenue Houston, Texas 77027 (713) 748-0759
TUTHILL, Leonard D.	Provost	1	Leeward Community Coll. 96-050 Farrington Hiway Pearl City, Hawaii (808) 455-0215 96782

PARTICIPANT ROSTER (Cont)

Name	Position	Group	Address
WAND, Robert C.	Supervisor	2	Industrial Education Boise Public Schools Boise, Idaho 83702 (208) 342-4543
WATTS, Patricia S.	Information Assistant	4	HEW/Office of Educ. Washington, D. C. 20202
WEISSMAN, Alfred N.	Director	4	Pupil Personnel Vocational-Technical Ed. Special School District of St. Louis County 9820 Manchester Road Rock Hill, Missouri 63119 (314) 962-4567
WINN, Charles S.	State Supervisor	3	Department of Education Utah State Board 720 South 850 East Bountiful, Utah 84010 (801) 328-5891
WOOLFOLK, E. Willard	Coordinator of Vocational Education	1	San Diego Community Colleges 835 Twelfth Avenue San Diego, Calif. 92101 (714) 233-0181

INSTITUTE V

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS IN METROPOLITAN AREAS

PARTICIPANTS BY STATES

State	Number of Participants
Arizona	11
Arkansas	1
California	6
Colorado	6
Hawaii	3
Idaho	1
Kansas	1
Louisiana	2
Minnesota	2
Missouri	4
Nebraska	3
Nevada	1
New Mexico	1
North Dakota	1
Oklahoma	1
Oregon	2
Texas	3
Utah	3
Washington	7
Washington, D. C.	2
Wyoming	2
	63 Total

INSTITUTE V

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS IN METROPOLITAN AREAS

CATEGORY BY PARTICIPANT RESPONSIBILITY

Responsibility	Number of Participants	
Administrators		17
Educational Institutions o	13	
State Department	3	
USES	1	
Supervisors		6
Educational Institutions	2	
State Department	2	
USES, MDT	2	
Coordinators/Specialists/Consultants		21
Educationa Institutions	18	
MDT, Manpower	3	
Guidance/Counselors		13
Educational Institutions	9	
State Department	2	
City	2	
Special Groups		6
Management	1	
Labor	1	
City Action	2	
USOE	2	
		63 Total

INSTITUTE V

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS IN METROPOLITAN AREAS

Daily Schedule of Activities

Sunday, May 31

7:00 - 9:00 p.m. Registration and Informal Reception

Monday, June 1

7:00 - 8:00 a.m. Breakfast (La Mancha)

8:30 - 10:00 Registration (Armstrong Hall, College of Law)

10:00 - 10:15 Welcome and Introduction
Dr. Carl R. Bartel

Greetings
Mr. J. R. Cullison

10:15 - 10:45 Evaluation

10:45 - 11:45 "The Vocational Education Program Today"
Speaker: Dr. Melvin Barlow

11:45 - 12:00 Question and Answer Period

12:00 - 1:00 Lunch (La Mancha)

1:30 - 2:30 "The Concept of Coordination"
Speaker: Dr. John Waters

2:30 - 3:00 Reaction Panel

3:00 - 3:30 Break

3:30 - 4:00 Student Reactions

4:00 - 4:30 Small Group Meeting Procedures

4:30 - 5:30 Institute Planning Group
(Consultants, Group Leaders, and Staff)

5:30 - 6:30 Dinner (La Mancha)

7:00 - 9:00 Reception for Participants (La Mancha)

Tuesday, June 2

7:00 - 8:00	Breakfast (La Mancha)
8:30 - 9:30	"Coordinating Supportive Programs for Vocational Education: Exemplary Programs" Speaker: Mr. Eugene Dorr
9:30 - 10:00	Reaction Panel
10:00 - 10:30	Break
10:30 - 12:00	Small Group Meetings (#1)
12:00 - 1:00	Lunch (La Mancha)
1:30 - 2:30	"Problems and Approaches in Coordinating Supportive Programs for Vocational Education" Speaker: Dr. Merle Strong
2:30 - 3:00	Reaction Panel
3:00 - 3:30	Break
3:30 - 5:00	Small Group Meetings (#2)
5:00 - 5:30	Institute Planning Group
5:30 - 6:30	Dinner (La Mancha)
7:00 - 8:00	Film Presentation
8:00	Informal Discussion

Wednesday, June 3

7:00 - 8:00	Breakfast (La Mancha)
8:30 - 9:30	"Supportive Agencies and Resources" Speaker: Mr. Edward Heler
9:30 - 10:00	Question and Answer Period
10:00 - 10:30	Break
10:30 - 12:00	Small Group Meetings (#3)
12:00 - 1:00	Lunch (La Mancha)
1:30 - 2:30	"Vocational Programs and the Need for Coordination of Supportive Programs Speaker: Mr. John Peterson
2:30 - 3:00	Break
3:00 - 6:00	Tours of On-going Programs
6:30 - 7:30	Dinner (La Mancha)
7:30	Informal Discussion

Thursday, June 4

7:00 - 8:00	Breakfast (La Mancha)
8:30 - 9:30	"Counseling and Guidance Service Supporting Vocational Education Students" Speaker: Dr. Robert Ripley
9:30 - 10:00	Reaction Panel
10:00 - 10:30	Break
10:30 - 12:00	Small Group Meetings (#4)
12:00 - 1:00	Lunch (La Mancha)
1:30 - 2:30	"Planning and Organizing for Effective Coordination" Speaker: Dr. Morrison Warren
2:30 - 3:00	Question and Answer Period
3:00 - 3:30	Break
3:30 - 5:00	Small Groups Meetings (#5)
5:00 - 5:30	Institute Planning Group
5:30 - 6:30	Dinner (La Mancha)
7:00	Informal Discussion

Friday, June 5

7:00 - 8:00	Breakfast (La Mancha)
8:30 - 9:30	Small Group Meetings (#6)
9:30 - 10:00	Evaluation
10:00 - 10:30	Break
10:30 - 11:30	"Implications of Coordinative Programs for Vocational Education at the State and National Level" Speaker: Dr. Byrl Shoemaker
11:30 - 12:00	Question and Answer Period, and Evaluation
12:00 - 1:00	Lunch (La Mancha)
1:30 - 2:30	Small Group Reports and Institute Summary
2:30 - 3:30	Reimbursements
3:30	Close of Seminar

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS IN METROPOLITAN AREAS

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INSTITUTE V

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS IN METROPOLITAN AREAS

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June 1, 1970

INSTITUTE V

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS IN METROPOLITAN AREAS

Topic: The Vocational Education Program Today

Speaker: Melvin L. Barlow, Professor of Education, UCLA
Director Division of Vocational Education
University of California, Los Angeles, California

One of the characteristics of vocational education, about which few people are aware, is that the theoretical structure of vocational education contains self adjusting elements. As early as 1906, when the vocational education movement was born, the idea of keeping vocational education always up-to-date was a top priority item. This idea has been a consistent theme.

When we talk about the vocational education program of today, or in the future, we infer that it is different somehow than it was in the past. How it is different and what has, or should, change are questions about which we must deal in order to form a view of the present and a perspective for the future. In order to provide meaning for a discussion of the vocational education program today I feel it is important to look to the directions of the past.

Some persons have little patience with the historical background of vocational education. They think they find little value in reconstructing earlier events. (They also don't know much about it either.) It was Shakespeare who coined the phrase, "What is past is prologue," and it was the philosopher Santayana who suggested that "those who cannot remember the past are condemned to repeat it." All this is to say that the foundation blocks of vocational education are important. Let's examine some of these fundamentals.

Some Early Attitudes

It will not be possible to discuss all of the fundamentals of vocational education. Only a few of these basic items, particularly related to the current scene, will be reviewed.

The State and Federal Partnership. The idea that vocational education could best be organized and conducted as a partnership between the State and the Federal government evolved early in the formative period. Developing the vocational skills of the Nation certainly had national significance from the standpoint of employment, unemployment, and the mobility of labor. It was conceded that the total problem was a national one, and that it was outside the ability of any state to deal effectively, and independently, without strong leadership from the Federal level. Such leadership could provide a consistency in the evolving program of vocational education and could also go a long way in developing a consensus about standards and a variety of other parameters.

Out of this partnership developed the idea of a State Plan. Representatives of the various States met to suggest the central structure of a general plan, but each state developed its own plan in accord with its own interpretation of its needs. The partnership recognized that education was a concern of the Federal government, a function of the State, and a responsibility of the local school district.

Vocational Education a Responsibility of Public Education. Vocational education was defined as a public responsibility to be conducted under public auspices and with public funds. The logical agency to be concerned with vocational education was the public education system. America held a deep-seated allegiance to its public schools and in 1917 every state in the Union, except one, committed the vocational education program to the regular school system. Training citizens for a livelihood through the public educational service was a new concept in education. Despite the consensus to move in this direction, the new baby on the educational door-step was not received kindly by all educators.

Points of dispute arose between the conservative educator and the vocational educator. Concerning the point of who is to be trained the conservative educator preferred to deal with "young people only," while the vocational educator took the point of view that it was "everybody needing it, when he needs it." Another point representing the contrast of opinion was concerning the open door of education. The conservative educator wanted to "keep the path to the college open," while the vocational educator wanted to "keep the path to employment and promotion open." There were, of course, many other points of dispute but suffice it to say that in principle the occupational preparation of people for the world of work, as an educational function, seemed to represent a consensus. In the beginning this function was solely a concern of the public school. Vocational education was not conceived as something to be added to education, but was a part of education. This was the view as the twentieth century ended its second decade.

Management, Labor, and the Public. Although the actual program of vocational education was to be conducted in an educational environment, the early leaders viewed the responsibility as one that transcended the the confines of the school. Management, labor, and the public at large had definite interests in the programs of vocational education and these interests were at first unified in the "advisory committee" structure. Let it be noted that vocational education invented advisory committees as one of the devices of providing "self-adjusting" qualities for the vocational education program. The advice, suggestions, and talents of management, labor, and education combined to keep the program up-to-date from a content point of view, and educationally sound from an instructional point of view.

Minority Groups and other Considerations. Recent emphasis upon minority groups, and the disadvantaged, frequently leads one to believe that this emphasis is new in vocational education. However, as early as 1906, a foundation principle of vocational education could be stated that "race, creed, color, or sex should not debar anyone from entrance into a vocational education program." The lack of emphasis upon the

handicapped in the Vocational Education Act of 1917 was due to the fact that such problems were taken care of under the Vocational Rehabilitation Act. For many years these two programs, vocational education and rehabilitation, were administered by one Board, the Federal Board for Vocational Education.

The System of Vocational Education

How to think clearly in vocational education today is a major task because of the multitude of confusing elements which have entered the scene. In order to provide a crutch for myself to help me through this contemporary tangle of information I have invented a device which I would like to share with you.

It seems to me that the system of vocational education consists of three major parts. First, a set of principles or fundamentals which define the major goals of vocational education. Second, a means of interpretation of these principles as social and economic demands require. Third, implementation of the program based upon the new interpretation. Let's look further into each of these parts of the system.

Principles. All of the principles of vocational education were defined during the period 1906-1917. These principles are sound and do not change with time. It is difficult to ferret out these principles because to date no one has taken the trouble to bring out of the historical past explicit documentation of these principles. But, all of the principles are contained in the proceedings of the National Society for the Promotion of Industrial Education, and in the professional writings of the early period. During that time the founders of the vocational education movement probed deeply into all facets of the general problems of vocational education. The persons concerned were men and women of considerable stature in the business and industrial world, in science and mathematics, in sociology and psychology, and philosophy, in secondary and higher education, and in labor, government, management, and the public at large. They met in professional association to define over a period of years the parameters of the vocational education movement and in the process actually defined the principles of vocational education. So, my basic thesis about vocational education says that the fundamental principles do not change.

Interpretation. If my system does not permit the addition of principles, then how does one account for change? The second item of the system gives attention to interpretation. It seems reasonable that as society and technology change that vocational education must adapt to that change and this I believe comes through the process of interpretation. For example, the principles were interpreted in the form of Federal laws in 1917, 1929, 1934, 1936, 1946, 1963, and 1968. In order for my system to work I must view these changes as changes in the interpretation of principles, and not changes in the principles.

From time to time, therefore, it will be necessary to review the principles of vocational education in the context of contemporary social, economic, and technological requirements and to adjust the interpretation as these requirements seem to indicate.

Implementation. This is the element that changes theory into

practice. The new interpretation of principles must be put to work and this task is the primary responsibility of state and local persons. Most of the professional people in vocational education make their contribution to society at this point--they plan and conduct vocational education programs which meet the needs of people and their work.

From 1963 to the Present

For many years we experienced little change in vocational education. We moved along implementing a program in a society that changed in such a way that only minor changes in interpretation were necessary in order to provide an appropriate guide for implementation. Most of these changes were administrative in nature. By the end of World War II, however, we began to hurt from lack of flexibility in interpretation of the principles of vocational education. More administrative changes were introduced, but the hurt continued. At length, late in the 50's the American Vocational Association met with the Secretary of Health, Education, and Welfare to urge a major study of vocational education. President Kennedy responded to the problem by appointing, late in 1961, a Panel of Consultants on Vocational Education to make a major study of vocational education. This was the first major study since 1914. The Panel's report, Education for a Changing World of Work, became the basis for the Vocational Education Act of 1963. The report recommended sweeping changes in the interpretation of the principles of vocational education, and the Nation turned to the task of implementing the new Act. The range and scope of vocational education were expanded and more people were served in more occupational areas than ever before.

For awhile things looked good. We had a new law created by an informed and interested Congress. Vocational education almost overnight leaped into the limelight again. It was obvious to the Panel and to Congress that an interval of 45 years was entirely too long to study the program of vocational education in relation to national needs. Accordingly, a special effort was made to provide frequent national reviews. One section of the Vocational Education Act of 1963 provided that an Advisory Council on Vocational Education be convened every five years for the purpose of adjusting the program in accordance with national goals.

In 1967, President Johnson appointed the first Advisory Council under the provisions of the Vocational Education Act of 1963, and the Council went to work on its assigned task. The Council's report, Vocational Education the Bridge Between Man and His Work, was used as the basis for the Vocational Education Amendments of 1968.

During the interval between the study of 1962 and the study of 1967 the Nation had become suddenly conscious of some cracks in its social and educational structure. In 1962 no one had heard of Watts, and Detroit, Cleveland, and Trenton were just names of cities. Social stress, unemployment, welfare, disadvantaged and handicapped persons, ghetto and minority problems, caused the nation to face up to a number of imperative problems. The role of vocational education in the solution of some of these problems was identified clearly in the Vocational Education Amendments of 1968.

A Contemporary View

The 1968 Amendments upheld the Declaration of Purpose of the Act of 1963. In effect this declaration is a mandate to the Nation about vocational education and the role of the educational system concerning occupational preparation of the youth and adults of the Nation. It reads as follows:

> It is the purpose of this title to authorize Federal grants to States to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the State--those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in post-secondary schools--will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.

This says, in effect, that when a vocational training need exists, do something about it! Vocational education has changed from a program for high school youth and employed adults (1917) to a program that is flexible and broad beyond imagination.

The statement, "persons of all ages in all communities of the State," just about takes everyone into account. The Act is pretty broad when it says, "those in high school, in post-secondary school, and those who have completed or discontinued their formal education." It talks about those who are preparing to enter the labor market and those who are already in the labor market, and this takes into account a significant proportion of the population.

The Act is definite in its concern for people who have handicaps (physical, educational, emotional, economic, mental). The idea is that vocational education has an obligation to help such people to become self-supporting individuals--to become an economic credit in society and to improve their own self-confidence and self-image. The recent legislation has said to vocational education that it must make a contribution in this area. This is not a new principle, merely a new interpretation and reinforcement of a well established principle of vocational education.

We frequently hear discussions to the effect that vocational education must change, it must get into the mainstream of education, it must discard its separateness and join the group as a whole. This hurts me when I hear such discussions because I know that vocational education has changed much more significantly than education as a

whole. The interpretation of the mission of vocational education in contemporary society has been completely overhauled during the last decade. Vocational education's primary purpose, however, has not changed--we are still concerned with people and work, but with people and work in an educational setting.

A view of the contemporary educational scene tells us also that education in general must change. This isn't a new idea and we have been hearing it from every quarter in recent years. Governor James Rhodes (of Ohio) treated this topic dramatically in his book, Alternative to a Decadent Society. In essence I think the Governor is saying that unless society as a whole--parents, educators, community, and government leaders--recognizes that education is not complete unless the problem of occupational preparation is given some priority in the educational structure. If this is not done, says Governor Rhodes, we are heading surely and rapidly toward a decadent society. The old idea that one gets an education and then enters the labor market simply does not wash in today's society. Preparation to enter the labor market must be an integral part of the education of an individual. There isn't much doubt about what should happen, but there is considerable reluctance to move in this new direction. We must have an educational system which will provide for every student (with no drop-outs, push-outs, or failures) a basic general education, vocational preparation for the world of work, and an opportunity to continue his education throughout his lifetime.

Contemporary discussions have had much to say about the "integration" of vocational education with general studies in a way so that these two important elements of a persons education do not become competing elements. This calls for a broad change in the "status quo" and in fact requires much more change in the organization and administration of the general studies than in the area of vocational education. The most significant problem about the integration of subject matter to produce a more effective educational system for the contemporary social structure is that no one really knows how to do it.

Actually, there are no positive models to follow and very likely a large number of alternate ways can be found to accomplish the goal of integration of subject matter. Many schools over the Nation have recognized the need to move in this direction and have tried to produce such an integration. Such changes require a total dedication of faculty and administration and strong parent and community support. Once the school is committed to the new pattern the big problem is to make it work. Some of the characteristics of the integrated program are team teaching, multi-media instruction, parent and community involvement, and an almost total breakdown of previous departmental and subject matter barriers. Concern must focus upon the student and his needs. Subject matter patterns and structures must become flexible. We become greatly concerned with performance objectives (or behavioral objectives), and we become less concerned about setting a specific environment in which these objectives must be achieved. The major goal of integration of subject matter is student motivation. More than once I have encountered students in these experimental settings

who were pursuing an element of study because they were motivated to do so, and not because it was a requirement for graduation or for college entrance.

The contemporary movement toward integration of vocational goals and general studies has caused the California Legislature to introduce a Bill to provide funds so that one or more school districts can experiment with the integration of vocational education and the general curriculum--from kindergarten through the 12th grade, with articulation with the junior college and with an emphasis upon individualized instruction. The Bill also authorizes the State Board of Education to set aside any of its regulations to achieve the success of the educational conversion.

This leads me back to the admonition of Governor Rhodes, who said, "The handwriting is on the wall. Unless we develop vocational and technical education in our education system in concert with all other facets of education, as equal partners, we are in fact dead. Certainly someone will come to bury us--because we have been blinded to the facts of social and economic need."[1]

Any discussion of vocational education today must of necessity include reference to manpower programs. Since 1962, manpower programs have served a variety of people in a variety of ways, and, with varying degrees of success. The total manpower effort arose in response to an apparent need. Within a relatively short period of time, a number of bills had authorized expenditure of funds to a number of agencies causing programs to be organized which competed with each other for the same group of persons to be trained.

It wasn't long before it was apparent that there were too many agencies and too many bills, all trying to do the same thing. The Advisory Council on Vocational Education in 1967 made recommendations concerning the need to combine many of these bills and activities into one bill. Other groups promoted the same general idea. At length three new bills were introduced in the 91st Congress. Each of the bills had its proponents and its opponents. Many vocational educators became alarmed because the bills appeared to assign education functions to other agencies.

In order to acquaint the Nation at large about the problem, the American Vocational Association scheduled a Legislative Seminar in Washington to consider the problems of vocational education and manpower training. About 300 people from 46 states attended the seminar, in September 1969, to hear from members of Congress and from representatives of the Departments of Labor, and Health, Education, and Welfare. In small group meetings, the seminar considered issues and problems of vocational education and manpower training. In addition, other meetings sponsored by other groups have discussed the elements of a manpower training bill.

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[1] James A. Rhodes, Alternative to a Decadent Society. Indianapolis: Howard W. Sames, Co., 1969, p. 108.

It is quite possible that the 91st Congress will not produce a new Manpower Bill, but it seems almost certain that the 92nd Congress will find manpower to be one of the priority items. There is little disagreement about the necessity of a Manpower Bill, but the parameters of such a measure have not been worked out which will satisfy all of the people concerned. It is not my purpose to make any analysis of the present manpower bills, but it is my purpose to say emphatically that when one looks carefully at the Vocational Education Program Today, one must include manpower training as a major component.

Summary

Let me summarize some of the points which I think are important in considering the vocational education program today.

- The principles of vocational education are sound.
- The principles must be interpreted from time to time to adjust to the requirements of society and technology.
- Implementation of the new interpreted principles (VEA '68) requires the combined interest and concern of the school and the community.
- The general studies and the vocational studies must be integrated in the educational system. This requires significant change in the educational structure and the wholehearted enthusiasm of those concerned with the integration.
- The goal is, no failures, dropouts or pushouts, and education's responsibility extends beyond the school room and the campus.
- The educational concern is for <u>all</u> people in <u>all</u> communities.

Vocational education's major goal is still about the same as it has always been--we are concerned with people and work. But, in the contemporary scene we are concerned with many more people and a much larger segment of the occupational structure. Some people will say that we are in an entirely new ball game--well, the basic ingredients of the game are the same, only the rules have been changed.

Someone said that the great potential of the Nation was not its tremendous wealth, but its ability to utilize effectively its human resources. Our ability to use our human resources effectively is challenged today. Certainly the creative genius of the American people will prevail and will produce new kinds of education.

June 1, 1970

INSTITUTE V

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS IN METROPOLITAN AREAS

Topic: The Concept of Coordination

Speaker: John Waters, Assistant Superintendent for Instruction, Phoenix Union High School System Phoenix, Arizona

May I begin by extending a word of welcome to the Valley of the Sun to our out-of-town participants, and, specifically, greetings from the Phoenix Union High School District. I sincerely hope that for each of you the coming week will represent one of growth as you wrestle with the methods by which we can provide more meaningful experiences for students who are enrolled in vocational education. Perhaps even more important, I hope you will discover new avenues by which a greater number of students will have the opportunity to avail themselves of the many advantages which accrue from participating in the vocational education curriculum.

I am particularly pleased to have an opportunity to be a part of this institute and have our District represented since I recognize that the need to identify and to coordinate support for vocational education is one of the great challenges which we all face as administrators in a large city school system.

As you can see from the program, the topic of my presentation concerns itself with the concept of coordination. May I first express to you my deep concern, as well as that of our District, not only for vocational education, but for the many supportive programs that need coordination to supplement the efforts of vocational education teachers, counselors, and administrators.

In our District and community, we do a significant amount of work with supportive programs. I am sure that the other participants, during this institute, will bring information to you regarding the various programs, agencies, and approaches for working with them.

After the very fine presentation this morning by Dr. Barlow, who brought you up to date on where we now stand in vocational education, let me address myself tc at least some aspects of coordination as they relate to vocational education students in metropolitan areas.

There are many ways of looking at the word coordination - or to coordinate. I was surprised at the number of references in the dictionary concerning this word. The dictionary indicates that to coordinate means to place or to arrange in the right order, or to place into proper relative positions.

Another definition that I liked was that coordinate means to

combine in harmonious relation for action. It appears to me that the key word here is harmonious, because, as you well know, we could attempt to put things in proper order or proper relationship, but unless it is done in a harmonious way, our effort will not be very effective or productive.

Since the discussion which follows is an attempt to relate my concerns for coordination of supportive programs in vocational education in a general kind of way, it will also be a discussion of some aspects and issues of this particular problem as it relates to the area or community in which I work. Specifically, of course, this is the Phoenix Union High School System, and therefore, it might be appropriate at the outset to provide you with an overview of a large city school system which is attempting to carry on a vocational program for students in the metropolitan area of Phoenix.

The Phoenix Union High School System represents geographically the metropolitan area of the City of Phoenix. It has responsibility for secondary education only since each of the 13 separate elementary districts comprising the Phoenix Union High School District still retains its own identity, its own autonomy, its own Board of Education, and its own administrative staff.

Our District is responsible for education from grades 9 through 12. There are, at the present time, approximately 28,000 students who attend ten different high schools. The 11th one, presently on the drawing boards, is scheduled to be opened in September of 1972.

We have some vocational education in each of the ten high schools, with the largest amount of programming in this area at Phoenix Union High School. The Phoenix Union High School is the parent school of the System. It was once the only high school in our system. Its attendance zone now is largely the heart of the inner city with approximately 3,000 students. In addition to the regular academic program, it includes also the Area Vocational Center which serves not only the remainder of our District, but also the rest of the County on an area basis. In this Center is housed Trades and Industrial Programs, Cosmetology, Licensed Practical Nursing, and Food Services.

In the other nine schools we find the Vocational Business Education Programs, which include also Work Experience, Distributive Education, Cooperative Office Education, and in Industrial Education - the Industrial Cooperative Education.

One of the most successful vocational education programs in our District is Special Education, our program for students with serious learning problems. This program is provided in five of our schools.

A few years ago our Board of Education approved an arrangement whereby students in membership in the other nine schools might be permitted to retain their identity with their home schools and attend Phoenix Union High School for one of the vocational programs for one-half day. In order to facilitate this arrangement, the Board also

approved money in the budget to provide transportation from campus to campus.

During the past two years we have sustained a significant increase in the number of young people who have availed themselves of this opportunity for vocational education. During the first year, there were approximately 100 students attending the Area Vocational Center on a dual basis. At the present time, there are approximately 500 students participating in this program, and our registration figures for 1970-71 would indicate that there will likely be something over 1000 students for next year.

I hope it might be obvious, therefore, that when one considers the size and scope of the Phoenix Union High School System, we as a District and as administrative leaders of the high school system, face a serious challenge in attempting to identify and coordinate supportive programs to the end that students in our metropolitan area have an appropriate vocational education. In other words, if we are to carry on successfully the vocational education programs which we presently have, and to work for the growth of these programs, which I think is paramount, it is increasingly important that we have appropriate coordination of the many supportive programs which makes this possible.

Perhaps at this point, I might share with you at least my analysis of what some of these programs are.

As I have attempted to think through implications for my assignment this afternoon, with specific reference to supportive programs for vocational education, the one which came first to my mind was that of vocational guidance and counseling services. I suspect that this topic might be an appropriate one which could take all of my allocated time, but let me say very briefly that there continues to be a great need for the appropriate training and upgrading--in-service training, if you please--of counselors regarding the world of work and vocational education.

It is not my intent to unfairly generalize since I am well aware of the fact that many of our counselors have made great strides in this regard and are well versed in vocational education. Aside from that, however, I do feel this is an area of concern in which there is much to be done.

In our own District there have been some programs implemented which have been productive. Counselors from all of the schools of the System have participated in in-service activities in the Area Vocational Center. A continuous program of in-service training for counselors in the District has been in progress during the year. At the present time, some of the schools are moving toward the concept of specialization of counseling services in which not all counselors are expected to be as completely knowledgeable and versed in the area of vocations and the world of work. Rather than having <u>all</u> counselors responsible for the complete spectrum of counseling and guidance services for their counsellees, we will be selecting a smaller "crew" to become vocational guidance

specialists to all the students. In the last two or three years, we have assigned vocational-technical counselors to the staff at the Vocational Center to provide appropriate guidance related to the world of work to students throughout the System.

One of the very serious charges which is sometimes made regarding counseling services is that students are "put" into programs by counselors. It is alleged that these choices are not really made by students or their parents, but rather by the counselor. We hope a more specialized approach to vocational guidance will result in better educational decisions by students.

Other programs in the System which are supportive of vocational education are those which are appropriately labeled pre-vocational in nature. I am thinking specifically of the Industrial Arts, as well as the General Education portion of Business Education and Home Economics.

With reference to Industrial Arts, one of the continuing problems of coordination, I feel, is a more harmonious relationship which should exist between the Industrial Arts staff and the Vocational staff. Progress has been made in our own System, but much still needs to be done in identifying and coordinating the proper relationships between these two departments. Too often there is an indefensible competition, and certainly an indefensible lack of communication and coordination between the work of the two areas.

In this regard, some efforts which we have made to lessen the problem is to insure some teacher exchange for short periods of time between Industrial Arts teachers in the various schools and their T & I counterparts in the Area Vocational Center. This has resulted in the Industrial Arts teacher taking the assignment of the T & I teacher for a day or two, and the T & I teacher taking the assignment of the Industrial Arts teacher. While not solving all the problems, we feel the program has great merit since invariably the two teachers return to their home station with increased understanding and respect for each other and his program.

We have attempted to insure student visitations from the Industrial Arts into the various T & I programs. Not only has this been the case at Phoenix Union High School, but we have had a rather significant amount of field trip experience from students in the other nine schools who have made the trip for a day to the Area Vocational Center for the purpose of gaining more insight and understanding of the opportunities that program represents.

One other significant support for the vocational education program is transportation. Our Board of Education acted wisely, in my judgement, in providing this support in order to make it possible for students to be moved at no expense to themselves from one campus to the other for the purpose of vocational education. I must say that this acpect of support for our program was also endorsed by the State Department of Vocational Education. It was supported handsomely, at least in the beginning, by 50% of the costs.

In addition to support within the schools, I think it is most important to underscore the importance of the supporting programs in the community. The heart and soul of the many work experience programs in our schools is the business man or industrial man in the community who has become a joint partner in this undertaking. The highlight of the end of year activities for me each year is the opportunity to attend employer/employee banquets of the various work experience programs in our System in which vocational students have provided the expenses of inviting their employers in order to say, "Thanks for your support of me and of my training during the past year."

We are fortunate to have in our community a very active and productive Business, Industry, and Education Council. Two years ago the Phoenix Union High School System was able to free all the science teachers in the District to participate in an outstanding in-service program at Arizona State University for two days. This was accomplished by having volunteers from business and industry "man" these science classrooms during which time our students had a unique opportunity to gain first-hand information about the various businesses which were represented.

Not the least important requisite for the success of our coordinated endeavors of these programs is the administrative organization in our District. In our situation, all of those who have responsibility for any aspect of occupational education are brought together in one cluster headed by a Director of Occupational Education. This includes specifically Industrial Education, Home Economics, Special Education, and, of course, our Area Vocational School.

Of great importance, of course, is the teacher/coordinator who is involved in job development, placement, and follow-up activities of students who are participating in work experience programs. We are very much concerned that we do not have teacher/coordinators representing the different programs duplicating effort, on the one hand, nor are we interested at all in having the same employer barraged with calls from representatives from three separate work experience programs. Our objective, therefore, is to insure, through a coordinated effort, that appropriate job development is done in the community through cross-referencing and cross-referrals. Students are placed on a geographical basis in appropriate work stations without the necessity of overlapping and duplicating on the part of our staff.

In addition to the coordinated effort on the part of the professional staff, may I simply call attention to other aspects of coordination which have occurred to me and which I think are significant enough to be included in what I have to say today.

One is the great need for coordination of vocational programs with the needs of the community. Too often we have been guilty of maintaining a program for program's sake, when in fact, the need has changed significantly in the community and little effort has been made to insure the fact that as the community's needs have changed, the program in the school has changed. In order to insure this kind of coordina-

tion there is a need for a functioning broad-based well identified community advisory group to provide the kind of in-put, advice, and help to the professional staff in terms of appropriate curriculum revision to insure that the programs are in tune with the times.

Beyond insuring that we have appropriate programs which are in tune with the needs of the community, I would like to suggest that there is also a need for coordinating program content, methods, materials, etc., with the latest in the Trades. There have been some instances when, for a variety of reasons, including the lack of in-service training on the part of the teacher, the program itself has literally not kept pace with changes which have occurred in the industry. There are some things that can and should be done in the school system to prevent this. Not the least of these, in my judgement, is providing an opportunity for the teacher to periodically get back into the business or industry he represents and bring himself abreast of the latest developments.

I am happy to note that we will be implementing a new policy next year which makes it possible for our teachers to be given a leave of absence to go back to work in industry. Also, I am please to note that our vocational education teachers next year will be teaching one hour a day less, and I am hopeful that this additional time might make it possible for a much closer contact between the teacher and his trade on a day-to-day, weekly, or more continuing basis.

I have attempted to share with you some aspects of the problems as I see them, and some aspects of the problems as they exist in the metropolitan area of Phoenix. I understand that during the week you will be planning to visit at least some parts of the facilities in our school system. I hope you will have a chance to see what we offer students living in this area.

A large portion of the facility you will see at the Phoenix Union High School is the Area Vocational Center. This building represents one half of a projected structure, which, upon completion, will, in my opinion, be one of the finest physical facilities for the purposes of vocational education to be found anywhere.

Aside from the various supportive programs for vocational education which need coordination, there are some essential characteristics required of those who are charged with this responsibility. In addition to the technical skills required, a broad understanding of vocational education and a commitment to the program, the vocational coordinator must also possess the ability to work with people. He must be adept in the listening skills which are required for appropriate in-put from all those who are involved in the process.

Having "listened" appropriately to all who have a contribution, a plan of action should then be devised and implemented. At this point, a second fundamental characteristic of good coordination is required--the sensitivity to good communication with all who are involved or who will be affected by the process. Communication, or the lack of it, has to be one of the most persistant problems which confronts any organization.

In summary, let me say once again that in my opinion the primary requisite for effective coordination is the harmonious relationship of all elements being coordinated. This relationship is achieved first of all by having adequate staff. Adequate in this context refers not only to adequacy in terms of numbers, but also in terms of knowledge, skills, attitude, and commitment. High on the list in importance are the ability to work with people, which includes the ability to listen, and after decisions are made, the ability to communicate effectively with all who are involved in arriving at the decision or are affected by it.

I sincerely hope that the coming week will produce for each of you new designs for improved coordination of supportive programs, and therefore, greater opportunities in vocational education for the young people in your communities.

June 2, 1970

INSTITUTE V

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS IN METROPOLITAN AREAS

Topic: Coordinating Supportive Programs for Vocational Education: Exemplary Programs

Speaker: Eugene L. Dorr, Assistant State Director
Arizona State Department of Vocational Education
Phoenix, Arizona

Providing effective programs of occupational education for the needs of students today poses to be an exciting, perplexing, and very challenging task. It is fitting that this workshop brings together people with great expertise from a wide variety of backgrounds and cooperative agencies.

We need to establish some foundation upon which can be built understandings that allow us to share, couple, and coordinate our resources, talents, and energies. It is with this need for a common understanding that the presentation will follow this format.

Summary of the vital ingredients

Present position inventory

Development of Ideas, Strategies, and Programs

Summary of the Vital Ingredients

First we need to review the basis under the Vocational Education amendments of 1968 for services to people.

"All persons of all ages in all communities of the States will have ready access to vocational training or retraining.

Each student shall be given the necessary support and assistance to develop his abilities to the fullest and to enable him to participate in the vocational education program of his choosing and interest.

All disadvantaged or handicapped persons should be integrated into the regular classrooms and programs to the optimum extent possible. If ancillary or supportive services are needed to help a person to succeed in these programs, vocational educators should assume responsibility to see that thes are provided either through Federal vocational education funds or through cooperating agencies or organizations.

Separate or modified Programs should be set up only when it is determined that it is in the best interest of the student--not of the administration.

Limitation with regard to funds, resources, and qualified staff make it essential that vocational educators seek the technical and financial resources of other agencies and groups to the mutual benefit of the individuals to be served."

A second summary is needed to help focus more quickly on the types of persons, organizations, and agencies which can be involved and utilized to coordinate services and programs with Vocational Education. Allow me to quickly review with you some of these so that we all have the same breadth of help available.

SUGGESTED PERSONS, ORGANIZATIONS AND AGENCIES WITH WHICH TO COOPERATE AND COORDINATE SERVICES AND PROGRAMS.

1. Employment Agencies
2. Community Action Agencies
3. Social Welfare Agencies
4. Vocational Rehabilitation
5. Manpower Development and Training
6. Adult Basic Education
7. Library Services
8. Model Cities Directors
9. Directors of institutions for the neglected and the delinquent youth: correctional, reform, orphanages, halfway houses.
10. Compensatory Education Official - ESEA Title I
11. Groups and persons representing the disadvantaged.

    National Association for the Advancement of Colored People
    Congress of Racial Equality
    Urban League
    Opportunities Industrialization Center
    League of United Latin American Citizens
    American G. I. Forum
    Service Employment Redevelopment
    Association of Mexican American Educators
    Indian Tribal Councils
    Locally situated Job Corps Centers
    JOBS participants
    Trade Unions

A third summary will help us develop some depth and scope to the types of services and program components that can be effective in

providing meaningful programs of Vocational Education for all students.

SERVICES AND PROGRAM COMPONENTS WHICH CAN BE EFFECTIVE

1. Surveys of employment opportunities
2. Recruitment and promotion
3. Scheduling modifications
   a. Individual scheduling
   b. Extended school day, week, or year
   c. Individual instruction
   d. Flexible scheduling
4. Advisory Committee
5. Curriculum development for individual, modified or special programs.
   a. Special supplies and instructional materials
   b. Consultants
   c. Orientation-to-work programs
   d. Occupational orientation programs
   e. Research, experimental, and demonstration projects
   f. Program evaluation by contract or by staff
6. Personnel
   a. Psychologists
   b. Reader and/or interpreter
   c. Remedial education specialist
   d. Program developer and coordinator - outreach
   e. Instructional aides
   f. Job placement coordinator
   g. Job development coordinator
   h. Social worker

i. Specially trained guidance counselor

7. Services

a. Educational testing

b. Family counselling services

c. Psychological services

d. Bilingual instruction and bicultural orientation

e. Personal Services

1. Medical

2. Stipends

3. Child Care Centers - Adults

4. Tools - supplies - uniforms

5. Breakfast and lunch - provide without embarrassment

6. Transportation

8. Staff Development

9. Business Cooperation

a. Additional staff required to coordinate

1. Cooperation of the community

2. Arrange for summer jobs for faculty for updating skills and knowledge

10. Research Coordinating Unit

a. Research and Development

b. Statistical Data

11. Teacher Educator Certification

A fourth summary will provide an overview of the various types of funding available under the Vocational Education amendments of 1968.

(Parts and Purpose of Vocational Education Act - See pp.

VOCATIONAL EDUCATION ACT - 1969

Part A- General Provisions

Part B- On Going Program

Set Asides:

Disadvantaged	15%
Handicapped	10%
Post High School	15%

Part C- Research & Training

Part D- Exemplary Programs & Projects

Part E- Residential

Part F- Consumer & Homemaking 1/3
Depressed Areas Up to 90%

Part G- Cooperative Programs
Disadvantaged-Dropouts-
Unemployed Youth

Part H- Work-Study NF

Part I- Curriculum

VOCATIONAL EDUCATION ACT - 1968
Purposes

1. High School Youth
2. Post High School
3. Adults - Training or Retraining
4. A. Disadvantaged
   B. Handicapped
5. Construction
6. Guidance
7. Private Vocational Training Institutions
8. Ancillary Services

The previous summaries show us:

A variety of agencies providing services to people

The seemingly endless components that must impact on people's needs

The structure of the Vocational Education purposes and parts to provide a program to serve people.

Present Position Inventory

Most states are providing some programs in selected areas for the disadvantaged and handicapped that involve coupled efforts by multiple agencies. Allow me to illustrate this idea by identifying ten different programs in Arizona. I will be glad to answer specific questions at the conclusion of this presentation.

Correctional Institutions - Disadvantaged

Coupled effort with the Arizona Department of Corrections, the Division of Vocational Rehabilitation, local Junior College Districts and the SDVE has provided the following programs:

1. Industrial School for Boys - 11 programs

   Department of Corrections - provides space and maintenance
   DVR - Supplies and one-half of salaries
   SDVE - Equipment and one-half salaries
   Eastern Arizona College - Administration and fiscal center

2. State Prison at Florence - 6 programs

   Same as above only Central Arizona College serves as Administration and fiscal center

3. Maricopa County Juvenile Detention Home - 3 programs

   County officials, SDVE and Maricopa County Junior College District

Programs for the Handicapped:

4. Several programs in high schools where Special Education, Vocational Rehabilitation and Vocational Education couple resources with the L E A in providing programs.

5. Comstock School in Tucson

   Area School serving several high school districts with

programs for handicapped youth. Administration and operation functions through the University of Arizona, Tucson District #1 special education staff, DVR and Vocational Education. Innovative techniques are utilized with the expertise of the several agencies impacting to provide support.

6. Model Cities project proposed

   An expansion of this under Part D Exemplary of the Vocational Education amendments is being pursued. Coupling with the model cities program the Comstock program will expand to work with out-of-school youth that are disadvantaged.

7. Arizona School for the Deaf and Blind

   Arizona Children's Colony

   Maricopa Accommodation School

   These special agencies working with handicapped children are State or County supported. Vocational support from Purpose 4B Handicapped coupled with their on-going programs provides occupational education.

Programs for the Disadvantaged:

8. WIN Program

   This program for ADC mothers and some others is funded and administered primarily by the Department of Labor. In Arizona the SDVE provides three types of programs: Adult Basic Education, Orientation to the World of Work, and Occupational Institutional training in skill development.

   Arizona coordinates the WIN programs in Skill Centers handling Manpower Development Training programs that are administered through Local Educational Agencies.

9. Experimental Cooperative Part G Programs

   Program in Cochise County to bus 200 students from several communities to Fort Huachuca daily for on-the-job experience. Coupled funding sees

   a. Military paying the wages and providing over-the-shoulder instruction.

   b. NYC funds used in locating youth through the Arizona Employment Service Offices and providing counselors.

c. SDVE - Coop G funds utilized to provide transportation on buses and also related instruction and on-the-job coordinators. The related instruction will be handled on the bus trips. Distances are about seventy some miles each way daily.

10. A similar type of program will be conducted in Tucson with Davis-Monthan Air Base, Tucson District #1, NYC and SDVE.

Ideas on Strategies and Programs

We readily see today the value of coupling funds, talents, and energies to enhance special handicapped and disadvantaged programs. Don't we need to extend this type of cooperative support to all programs in our schools? Shouldn't all students be provided with the best efforts of all agencies and services?

A student cannot learn in an environment which does not recognize or attempt to alleviate all his needs. A school, likewise, cannot do an effective job of training and educating without seeking out and utilizing the support of the community which it is serving. This idea of serving the whole student with the support of all agencies in the community allows for a smorgasbord of supportive services. We truly see the need for the multi-agency approach to the needs of people. The needs of the whole person will be the key focus, not zeroing in on just one part of the person's needs.

A team approach will be called for. Time will need to be allowed for sharing ideas, providing questions, seeking the proper diagnosis and then prescribing the necessary coupling of efforts. The team would have a complete kit of techniques to be called into play. An inter-disciplinary philosophy could prevail. Intensive counseling could be provided for the student and his family.

This strategy will work and can be accomplished if we provide the trackage for the coordination of supportive programs. We cannot just talk about it here this week. We can be the change agents! We can be the people that share a common goal--to provide the coordination of supportive programs.

Is our philosophy flexible enough to allow us to share program successes and failures with other programs? Will we couple finances and give up some of our felt privileges? Will we have a philosophy that allows for the pains of change? If we can modify our thinking, our attitudes, our beliefs to share with others, greater service can be accomplished with people.

Even with accepting the goal and working with a changed philosophy it will still take hard work to accomplish our goal. Meetings that allow for communication and the ironing out of problems will be seemingly endless at first. Minor irritations of someone feeling left out, slighted, or challenged will crop up and need to be smoothed out. Evaluations will be called for that take time and

effort. Yet it is through this hard work that a team effort and concept will grow and flourish. It is in sharing hard work that we will develop an almost unlimited pattern for helping people move ahead in their life desires and aspirations.

Can we, this week, challenge ourselves to take the first big step? Will you accept the goal, change your philosophy and then provide the hard work?

State agencies will need to provide the organizational structure and talent for this to happen. Administrative support will be needed. Time for the dialogue to take place for ironing out concerns will be called for. Greater cooperation inside of agencies with their various services will need to be a reality rather than talked about.

County and cities will have similar needs and problems. Local schools will have many changes to make. Obtaining a true interaction between disciplines, creating meaningful dialogue with community agencies and groups of people, will call for a different type of teacher/student load concept.

How can all this be undertaken? Where do we go from here? My topic today was directed to exemplary programs. Perhaps one of the greatest innovations is for exemplary projects to be developed and funded that impact on the coordinating of Supportive Programs for Vocational Education.

Will this Institute provide the pattern and the way? Only you can answer this question. Only you, as one individual, can take the first step. How many will take the first step?

Key Resource Documents:

Surge

The Youth We Haven't Served

Vocational Education for Handicapped Persons Handbook for Program Implementation

Implementing Different and Better Schools by Don E. Glines

June 2, 1970

INSTITUTE V

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS IN METROPOLITAN AREAS

Topic: Problems and Approaches in Coordinating Supportive Programs for Vocational Education

Speaker: Merle E. Strong, Professor and Chairman
Department of Educational Administration
University of Wisconsin, Madison, Wisconsin

The topic "Problems and Approaches in Coordinating Services in Vocational Education" might well be changed to "Supportive Programs for Students in Vocational Education" because here is where we must begin if we are to solve problems in this area. We must begin, as I see it, with the identification of the needs of individuals. When we mention supportive programs for students in vocational education, the question is raised of whether or not we're talking about the services that should be provided for all students in the school system. Let me say that it is my belief that all students should be taking some form of vocational education. It should be the purpose of the school to provide each individual with not only the opportunity to progress in further education, but also the opportunity to obtain a job when he leaves school. What I'm really saying is that I think our topic should apply to all students in the school and the services required, rather than referring to the somewhat smaller group that is presently in vocational education programs.

It is perhaps unrealistic to compartmentalize education into general academic and vocational components. Jobs in the labor market are becoming more complex, and with the rising average educational attainment, more highly educated people are becoming available and employers now have little reason to accept those with a limited education. The Jobs Program of the Department of Labor may be proving that you can't even bribe business and industry to accept the poorly educated. The educational skills of the spoken and written word, arithmetic, one's knowledge of society and his role in it, and human relations are necessarily important to be successful in occupations. Rather than being a separate discipline within education, vocational education must become a basic element of each person's education. In addition to the substance of vocational education, there are teaching techniques which, perhaps, and in some cases, offer as much in a method as in the substance.

The problems then, that we must deal with in discussing supporting services, are perhaps broader than the problems of vocational educators per se. They are problems of the total school, and in some cases, of the total community. I know that there are those who would somehow believe that vocational educators can solve all the problems associated with our lacks in education up to this point. This I do not believe. However, I do believe that vocational educators have potential leader-

ship for bringing about the kinds of action that will lead the total educational community in the solution of problems of youth. I also believe strongly that the preparing of youth for jobs at the completion of school is the key to the success of the school program. Many of the problems of our urban youth are directly related to the economic situation in which they find themselves. Since it is the mission of vocational education to provide youth with the skills and knowledge to make them economically sufficient, it is in this program that I think we have to place the real hope for solving the problems of youth in disadvantaged areas. Supporting services must be developed that will impact upon and help to solve whatever problem impedes youth in education.

Inhibiting Forces

Let me speak briefly about inhibiting forces that I think must be overcome if we are to serve the needs of youth in metropolitan areas. At times I have difficulty separating clearly, programs and supporting services, and I guess maybe this is as it should be because the necessary supporting services should ultimately become an integrated part of, or at least be closely related to, the programs themselves. What are some of the inhibiting forces that must be overcome if we are to solve the needs of youth in metropolitan areas?

The Narrow Philosophy of the Role of Education - The topic and the objectives of this conference would suggest that the schools should look to the possibility of serving the total needs of youth. This means finding some solution to the problems of youth which may not be of a strictly educational nature. We do not have to be convinced of the fact, for example, that a youth who has a health problem, a youth who has an emotional problem, or a youth who has not had proper nutrition, cannot be an effective student. While schools have attempted, in a limited way, to serve the total needs of an individual, we all know that is has been in most cases quite difficult, if in fact, we have a philosophy for doing so in the first place. Therefore, it seems that we should take a new look at our educational establishment in terms of our philosophy, purposes, and the role we should play in serving or helping to coordinate resources in order to serve the total needs of our students. Although I've talked mainly about youth, our record at the post-secondary level is even worse.

Clarification in School Law - The implementation of the broadened philosophy of which I speak, in some cases, could be inhibited by the statutes relating to the expenditure of funds by public schools. A principle in school finance is that school funds may be expended only for those purposes authorized either expressly or by necessary implication by the statutes. Difficulties arise when one attempts to determine whether or not authority to engage in a particular activity is necessarily implied by those powers which have been expressly granted. The areas of health service for pupils has generated considerable litigation and illustrates the determinations the courts must make when confronted with the question of whether or not the given expenditure is authorized. Quoting from a recent book entitled, The Law and

Public School Operations,[1] by one of my fellow faculty members,

> "It is said that courts generally agree that the board of education has implied power to employ doctors, dentists, and nurses to inspect children, to assure that health regulations are met. They also agreed, however, that such implied power extends only to diagnostic inspectorial health services; a board of education may not provide medical, surgical, or dental care for pupils and district expense unless such expenditures are specifically authorized."

The point that I would make is that as we broaden our philosophy to include the wide range of services that our intercity youth may need, we may run into statutory problems relating to the legal expenditure of funds. I do not wish to over-emphasize this point, but only to call it to your attention as a possible inhibiting force. The question is, "How do we get the job done while staying out of trouble?"

Lack of Philosophy to Serve All Youth - The literature of the past does divulge the idea that vocational preparation is a part of education. For example, in 1918 we had the Seven Cardinal Principles, with vocations as one of them. In 1938 the Education Policies Commission of the National Education Association developed objectives of education under four groups; one of these was economic efficiency. In 1952 the National Policies Commission of the NEA talked about the Ten Imperative Needs; one of the ten was occupational skill. In 1960 the Midwest Administration Center pointed out the productive dimension as one of four dimensions for the schools program. In 1966 the American Association of School Administrators listed the preparation for the world of work as one of nine imperative needs.

While each of these lists includes some element that relates to preparing a student for employment, it is disconcerting to see that this function or need is not particularly highlighted. In fact, the lists in each case are numbered, which might be interpreted as meaning some ordering of the items is intended. In many cases, the objective relating to vocational competency is toward the bottom of the list. For example, in the 1966 list of imperatives in education, the need to prepare for an occupation is number seven, following the imperative relating to the use of leisure time. Certainly there is nothing wrong with giving consideration to preparing for better use of leisure time, but it seems that we may have greatly distorted our priorities in the past and it is obvious that our implementation has been lacking.

The larger problem, as I see it reflected in the topic, "The Function of Vocational Education in the Educative Process," is that we presently have an educational program that is not particularly concerned with the needs of individuals, at least those needs related to

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[1]Peterson, LeRoy J., et al. The Law and Public School Operation. New York: Harper & Row, 1968. p. 128.

the world of work. The traditional measures of success have been the degree to which our products are successful at more education. I'm sure that many would make the case that this is as it should be. However, as I see it, the problem is that many of our youth choose to leave or are pushed through the educational system at all levels, even at the graduate level with an education designed to help them succeed in the next level of school, but not in the real work world. The problem of those who drop out at the lower levels, of course, is more dramatic than that of those who remain in the system through some college.

Lack of Parental and Other Public Acceptance of an Occupationally Centered Curriculum and Supportive Services - While it would seem that anyone with accountability in education must be concerned with relating programs to the occupational structure of our workforce, this doesn't seem to necessarily be the case.

The following chart provides workforce projections to the year 1975.

Employment of Persons 16 Years and Over
by Occupational Group 1975[2]

	Number (in millions)	Percent
Total Employment	87.2	100.0
Professional and Technical	12.9	14.8
Managers and Proprietors	9.0	10.4
Clerical	14.8	16.9
Sales	5.6	6.5
Craftsmen and Foremen	11.4	13.0
Operators	14.7	16.9
Service	12.0	13.8
Non-farm Laborers	3.6	4.1
Farmers and Workers	3.2	3.6

A comparison of these employment projections with actual employment for the year 1960 shows that changes are not expected to be too dramatic in terms of percentages, although the increase in the total labor force is in the magnitude of about 22 million. From an economic and employment standpoint, it is a great myth that our labor force will require spectacular increases in baccalaureate people. For example,

[2]Manpower Report to the President, January, 1969, p.235

the percentage growth in professional and technical workers, the category in which most baccalaureate graduates are found,is projected to increase only 2.3% as a percent of the total labor force between 1965 and 1975. The decreases are found primarily in the farmer and laborer categories.

In light of this, I ask how realistic is our great American dream that everyone should pursue the baccalaureate program and that our elementary and secondary programs should be designed to assure it? Or, that our junior college emphasis should be on transfer program? The facts seem to suggest that from an economic sense, at least, the present completion rate for college graduates of 15-20% of the population, is not out of line with labor force needs. I would hasten to add that, for those of means particularly, a college education may be justified on some other basis than economic. However, the hard facts, as I see them, are that the problems of the urban area are primarily economic. Since work is central to our society, little will be done to solve the social-cultural situation except as a part of solving the economic problem. Or, in other words, central to the problem is employment at a living wage, and central to the problem of making individuals employable is the right type of education and training. What implication does this have for our guidance people?

Governor Rhodes of Ohio, in a recent book, Alternatives to a Decadent Society, talks very bluntly about what he calls educational snobbery, I would recommend this book as a reading must for all educators. Governor Rhodes has stated the case well for an educational revolution which would place the preparation for employment much higher in the educational priority system. To quote from Governor Rhodes,

> "Our educational system is a hundred years out of date. We have answered the challenge of education by making it more difficult-not more relevant. We gear a lot of talk about the importance of the individual, but the educational system is locked-in to the teaching of subjects, and the system has bowed to the snobbery of the limited group able to achieve in a few of the favored disciplines."

He believes that we must have a deep concern for the total student; which includes both a diploma and a job. The alternatives are clear says Mr. Rhodes, "...we either provide him with a job or fight him on the street."

The book includes many facts and figures about Ohio's program, of which Mr. Rhodes has been quite supportive, but at the same time is quite critical. He indicated that they had studied over 57,000 sophomores and juniors in 206 high schools in Ohio. Of this number 72.6% desired to have vocational-technical programs. What kind of programs were provided them? Say Mr. Rhodes, "The general college preparatory program, which prepares many for nothing - except unemployment." To further quote Mr. Rhodes,

> "The chief contributor to the decadent society is our outdated educational system which refuses to recognize the

> basic problems of society; yet it is this system which holds our only hope for the future. 'The root cause,' as as Alice Widener so aptly identified it, 'is our snobbish, impractical, intellectually dishonest, and misguided educational system. The system flatly neglects up to 70 percent of the young people in school; in doing so, it creates the dropouts, the delinquents, the unemployables, and the welfare recipients. The system does not accept the social problem from a practical point of view, and has refused to be responsible for the job preparation of the youth of America'."

Education is pointed to as the only profession in which a person can "spend millions of dollars, fail miserably with the majority of youth for whom he is responsible, and be honored nationally." The inference here is that there is more recognition placed on having a few rank high on a national test than on developing capacities of all students toward productive participation in our society.

It is not my intention to review Mr. Rhodes' book, although I agree with much of what he said. It is my belief that our educational system at all levels needs to be refocused on youth and adults as effective workers in our society. Vocational and technical education can provide this framework if permitted to grow and if leaders in the field are imaginative in broadening the program to meet the needs of individuals and the employment needs of the Nation. Supporting services must be an integral part of the Program.

Lack of Funding - While education draws heavily on our local tax real estate dollar, we have never really made the investment necessary to get the job done. In terms of Federal legislation, the 1963 Vocational Education Act spelled out a multi-billion dollar program, but authorized less than one quarter billion in Federal funds. The 1968 amendments and the appropriation relatively speaking provided only a little additional "seed money." The competition for dollars at other levels has been difficult also. It is a fact that it is difficult to fund support staff and services at an adequate level in competition with scarce instructional dollars.

Lack of Identification of Resources That Can be Helpful - Another possible inhibition has been the schools shortcoming in providing the necessary time and talent to identify, communicate with, and coordinate available resources. The school is a focal point, and as such could serve as the vehicle through which youth, particularly, can receive or be referred to services available. School personnel should be in close contact with personnel concerned with the various types of support services, including both the governmental agencies and volunteer agencies.

In terms of Federal programs, the latest Manpower Report to the President, transmitted to Congress in March, 1970, identifies 24 different programs relating to manpower services alone. These, added to other Federal programs related to health, education, safety, or other areas of support service for youth, make a formidable list. While

it is easy, and perhaps even popular, to criticize the proliferation of programs at the Federal level, for the most part, we are little more efficient at state and city levels in tying together or coordinating services to individuals.

Lack of Personnel, Teachers, and Administrators with Real Understanding and Empathy for Disadvantaged Students - This idea sounds like a broken record, however, I'm convinced that it is an inhibiting force. There appears to be much to the idea that educators tend to come from the middle strata of life and therefore have some difficulty in understanding the problems, values, and aspirations of disadvantaged groups.

This concept is borne out by the experience of our Department of Education Administration at the University of Wisconsin over the last two years. With the help of a Federal grant, approximately 25 minority individuals were selected from five large cities to participate in an administration program which included one year on campus and a year internship supervised by our staff. Selection was made by our staff, and the cooperating cities, with the idea of identifying individuals who could be trained and promoted into leadership jobs in the educational system. The trainees have been back in their cities this academic year, but will return to the University of Wisconsin campus this summer. The success stories of the internees have been glowing. The untold story is what has happened to our staff members who have been closely associated with the program.

I'm certain that the exposure to this group of students over this period of time has made a lasting impact on our staff which will benefit many administrators who study in the future in our department.

This is only one example of an activity that I believe has been effective. Hopefully, you will have the opportunity to share your many ideas and experiences in pre-service and in-service training during this week.

Supportive Services

Up to this point I have dwelled on the problems of providing support services and have only alluded to the approaches. The major problems in our approach, I believe, is that we have been unwilling or unable to give the necessary support to supportive services.

Our success in coordination of supportive services programs will be in direct proportion to our dedication to the talk and our willingness to cooperate with other community service agencies.

Public education must concern itself with a range of supportive services, including health and welfare, psychological, guidance and counseling, placement, follow-up, and the total extent of human needs.

How do we provide the supportive services?

- o Must be considered as important function of our educational system.
- o Must be provided for an organizational structure and staffing.
- o Must be adequately financed.
- o Must identify and work with other agencies and funding sources.

It is my firm belief that vocational educators should become true educational statesmen--which would cause them to be the coordinators, the arrangers, and the implementors of supportive programs.

June 3, 1970

INSTITUTE V

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS IN METROPOLITAN AREAS

Topic: Supportive Agencies and Resources

Speaker: Edward Heler, Chief of Manpower Research & Analysis and Chairman, Interagency Task Force on Human Resources, Office of Manpower Planning, Office of the Governor
Phoenix, Arizona

When I was originally approached by Dr. Bartel several months ago to serve as a consultant and to make a presentation at this Institute, my attention was drawn to the Institute's objectives which stated that:

> "The institute will address itself to developing patterns of administration and coordination of support services to students who find it difficult to obtain adequate occupational training due to a variety of factors beyond their control. These services might include health, welfare, work study, psychological, vocational guidance, and other placement services necessary to make it possible for urban disadvantaged students to persist in school. The content of the institute and emphasis focuses on the total needs of students and ways to identify and coordinate resources in order to more effectively fulfill students' needs. ...
>
> "Participants ... should develop a practical understanding on how quality programs of vocational education and training and other services may be implemented. ..."

Because these objectives correlated so closely with my own views of the relationship of vocational education and the community, I willingly accepted the opportunity and challenge which this assignment offered. And, as I worked on preparing for this presentation, the phrase, "...understanding...how quality programs of vocational education and training and other services may be implemented," kept emerging in my thoughts and served to prod me toward the approach I will be taking in covering my assigned topic.

When I, as a manpower economist--a planner and non-educator--look at vocational education as an institution, and at the same time look at that institution we call the "community", I find them to be almost indistinguishable. The community and vocational education are so closely interrelated and so very much interdependent that neither can exist successfully without the other. Because of this close interdependence, I sometimes find myself becoming a critic of vocational education as an institution, particularly when I do an analysis of the needs of the human resources. As a result of this occasional role as a critic of vocational education, there are some

in this State who believe that I am opposed to vocational education. There is nothing further from the truth.

We need vocational education! Vocational education is the only segment of our total educational system that can prepare the vast bulk--80 percent-- of our population in the Nation, region, and this State for "life"; train them to live! By this I mean that vocational education through its capability to bring together the skills and knowledge of the academic side of education with the skills and knowledge of the occupational side of education is the only educational program which can fully prepare a person for a full, productive, and economically secure life. Because of this potential--this capability--vocational education holds the promise of leading this Nation out of the social and economic turmoil it is in today.

What I am opposed to is the growing tendency of vocational education to become insulated from the community of which it is a part. With its own selected advisors, its own evaluators, its own research, its separate planning process, its own information sources, there is a tendency for vocational education be become a totally integrated, self-contained organization--both vertically and horizontally--and as a result, tends to become isolated from the community, become insensitive to the needs of both the economy and the people, and lose its relevancy to the times. I fear that if this happens, a new vocational training institution now appearing on the horizons will fill the community manpower gap with its mass production training programs geared to turn out people to fill job slots for a profit to the company doing the training and at the expense of the future life of the individual.

It is my thesis that the community is an aggregate of closely interrelated social and economic systems and that vocational education as a component system is interdependent with the other component community systems, supports them, and, in turn, is supported by them.

The social scientist sees a community social and economic system to be a system of the actions of individuals, the principal units of which are roles and constellation of roles. It has one or more functions and performs its functions through its roles or constellation of roles. An educational system, as a community social system, is a set of roles and role constellations developed to teach some things not likely to be learned efficiently in the family unit or at work.

In order to understand the relationships between the educational system and other social and economic systems there is need for a list of such systems which operate in a community. These systems can be divided into two major groups--<u>critical systems</u> and <u>supporting systems</u>. A supporting system is one which performs its functions in a routine, efficient manner, and does not change its functions. A critical system at any time is one faced with new demands or new functions that arise because the social or economic environment has changed.

One grouping of critical social and economic systems within a community could consist of:

1. Educational system
2. Governmental system
3. Welfare and employment agencies system
4. Economic systems
5. Cultural agencies system
6. Transportation system
7. Church system
8. Civic organizational system

A grouping of supporting social and economic systems might consist of:

9. Health maintenance
10. Communication
11. Public service
12. Political organizations
13. Sociability systems
14. Military systems

In actual operation certain systems can operate most effectively alone; for example, the water supply system performs a technical and mechanical function, one which is clearly necessary, clearly defined, and seldom called upon to cooperate with other systems. Other social and economic systems must cooperate to a considerable degree because their functions are very similar and generally very complex; the educational system is an example of one that must cooperate with other systems.

The community itself, as an aggregate of systems, can be viewed in many different ways. It may be viewed as an aggregation of individuals or individual households. It may be a composite of households. And then, a community may be a collection of persons from various backgrounds, ethnic groups, and ages.

However, none of these views actually describes a community. In actual fact, a community is comprised of various interlocking systems. Depending upon the size of the community and the degree of complexity desired for analytical purposes, the community can be broken down into numerous systems as was done earlier in the categorization of 14 critical and supporting systems. For purposes of simplifying further analysis, the 14 critical and supporting systems can be consolidated into five major systems.

1. Government
2. Formal and informal groups
3. Business and industry
4. Education
5. Service

It is important to note that every system has common elements with every other system, and all overlap simultaneously in some respects.

For example, a formal group in the community would be the United Fund. In the United Fund there would be found representatives of other individual organizations, and persons who are acting for government; education; business and industry; health, welfare, and other services. Representatives may be direct or indirect. In any case, the interests and activities of persons in the United Fund cut across those of other formal groups and community systems.

While it might be less evident, the education system in the community includes not only public schools, but also training courses and education provided by industry, formal groups, health, welfare, and service organizations, and government.

Similarly, government activities are found in each of the other systems, not only through such institutions as a public hospital, a school, or public housing, but also in terms of licensing, monitoring, and funding of these operations.

It is not important to know all of the ways in which overlep occurs. It is important, however, to be aware of all of the different ways in which a single problem or its solution may be manifested in a community.

In an analysis of the community system and vocational education, for the purpose of identifying supporting agencies and resources, our particular attention should be focused on one particular system, the service system. It is within the service system that most of the supporting agencies and resources may be found, particularly the supporting resources that impinge on and make it possible for disadvantaged students to persist in school.

Just as the community itself can be viewed as a series of overlapping, interdependent systems, the same is true for the service system. The service system is made up of some 10 subsystems:

1. Health
2. Mental health
3. Education and training
4. Housing
5. Law enforcement, legal and judicial
6. Employment
7. Social services
8. Recreation
9. Transportation
10. Public welfare

It can be seen clearly that some of the subgroupings under the service system would also be found in other community systems, i.e., education, government, business, and formal and informal groups. For example, depending on the nature of the transportation or the type of transportation considered, it belongs more directly in government or in business. Similarly, in health services, the medical society (or funding group) and the public health department (government) would be included.

Each of the service systems can, in turn, be broken down into subsystems. Depending upon the size and complexity of the community, the number of subsystems will vary.

Vocational education as a subsystem of education and training has contact with various other community groups that are within its own service system. These relationships are:

Close Relationship	Intermittent Relationship	Rare Relationship
1. Employment Service	1. Mental Health	1. Recreation
2. Health	2. Law Enforcement	2. Housing
3. Social Services	3. Public Welfare	3. Transportation

Now that we have established the community system as an aggregate of interlocking and interdependent component systems and have identified the service system as the principal support system to vocational education, let us now turn our attention to an identification of program and agency elements which make up the system.

Within the broad framework of community resource and supportive services are found:

1. Child care, such as day care centers operated by various community groups, among them are the Urban League, Catholic parishes, Protestant churches, and private enterprise;

2. Community action agencies;

3. Counseling and referral agencies, such as provided by Catholic Social Service, community service centers operated by local CAP's, Family Service, Jewish Family and Children's Service, Jobs for Progress, and Salvation Army;

4. Emergency assistance, such as the Salvation Army, St. Vincent de Paul Society, and other church-sponsored missions;

5. Health and mental health as provided by county mental health centers, USPHS Indian Hospitals, various medical clinics, Lion's Vision Center, Recovery, Inc., and Visiting Nurse Service,

6. Legal services obtained from county or city Legal Aid Societies, probation officers, and community-minded law offices;

7. Vocational rehabilitation and sheltered workshops, such as the State Vocational Rehabilitation Agency, Easter

Seal Society, Goodwill Industries, and private non-profit rehabilitation centers similar to Arizona's Perry Rehabilitation Center and Samuel Gompers Memorial Rehabilitation Center; and

8. Vocational training and work experience resources from such programs as NYC, Job Corps, MDTA, apprenticeship, WIN, and vocational training or supportive training by such organizations as the Bureau of Indian Affairs, Council of Churches, Opportunities Industrialization Center, Operation SER, and Urban League.

Supporting most of the community resource programs are a variety of Federally-assisted programs. These programs encompass aids and training for the handicapped, basic and remedial education, child care, educational facilities, family financial assistance, food and clothing, general education, housing, job placement, legal assistance, local government support, mental health, physical health, social guidance, social rehabilitation, and supplementary vocation and job training.

The Federal programs run the famut of the Federal "Alphabet soup," but include the more commonly known Aid to the Blind, Aid to the Permanently and Totally Disabled, Employment Service, Vocational Rehabilitation, Adult Basic Education, Bureau of Indian Affairs, Job Corps, Neighborhood Youth Corps, Aid to Families with Dependent Children, Work Incentive Program, Vocational Student Loan Insurance, EDA Regional Development Commissions, Operation Mainstream, and 127 others which may be found catalogued in a number of Federal publications such as Catalogue of Federal Assistance Programs obtainable from the Superintendent of Documents, or the Handbook of Federal Manpower Programs obtainable from the Manpower Administration, U. S. Department of Labor.

One of the major problems facing anyone looking at state and community supportive agencies and resources is the multiplicity of agencies and services, many of which overlap and duplicate each other. This situation has been described as a serious problem throughout the Nation and one which often tends to impede the provision of services to the individual who needs assistance. Several thousand pages have been printed in the Congressional Record, in published hearings of congressional subcommittees, and in books authored in recent years by noted social scientists decrying the confusion and administrative jungle of modern American social programs whether administered by the Federal government, state governments, local governments, or social service agencies.

An attempt is being made in Arizona at the State level to sort out the programs and services of State agencies providing human resource assistance services. Beginning last June the Federal government, through the Federal Cooperative Area Manpower Planning System, encouraged the Governor of Arizona to assume the leadership and responsibility for comprehensive manpower planning, unified programming, allocation of funds, and the coordination, monitoring, and evaluation

of manpower services in the State of Arizona. The Governor established an Office of Manpower Planning in his office and appointed a Director of Manpower Planning. Through Executive Order 69-8, he designated the Cooperative Area Manpower Planning System as the system through which all manpower programs of agencies within the State will be implemented and coordinated.

Subsequently, the Governor also appointed a five-member Interagency Task Force on Human Resources to make a thorough study and analysis of facilities and agencies in Arizona delivering manpower supportive services, and from its study, the Task Force was charged to make such recommendations as would be appropriate to lay the foundation for a comprehensive State human resources system.

The Task Force studied the historical operating experiences and relationships of Arizona human resource agencies and concluded that fragmented and divided responsibilities and isolated, independent goals, planning, programming, and services comprised the fundamental problems in the human resources field in Arizona. The trend has been to tack new manpower programs, as they have been passed down from the Federal government, onto an old, outdated system. The current system in Arizona thus has grown into a vortex of complementary programs, fragmented responsibilities, duplication, overlap, administrative conflict, and operational deficiencies.

The Task Force found that State government in Arizona has no system to sift through the maze of interrelated, overlapping, and fragmented human resource service efforts and make order out of them. There is no single coordinated authority in Arizona responsible for identifying and defining social and economic problems and the target populations to be served, for developing realistic goals, for allocating Federal grants in accordance with State goals, for monitoring and supervising Federal grant allocations earmarked for manpower programs and services, and for evaluating the various program efforts. Therefore, the State ends up relying on the heads or subordinates of the various agencies to reach understandings and accommodations with each other, a method that has operationally never worked successfully before and falls far short of what is needed as an overall responsible statewide policy-making body for coordinated manpower programs and services in the State.

As a result of its study, the Task Force recommended that an umbrella agency be created in Arizona through the vehicle of legislative action or an executive order of the Governor to function as an administrative, planning, and coordinating body over all manpower programs and related supportive services in the State. The Task Force recommended that the objectives of the umbrella human resources agency be to:

1. Establish explicit priorities for the allocation of State and Federal funds for manpower training, work experience, placement, and other human resource development services to insure that they are used to assist those in greatest need of manpower services;

2. Establish definitive goals for the total system of manpower training, work experience, placement, and other human resource development services to maximize the effectiveness of the system in assisting individuals to find and maintain gainful employment;

3. Enlist the full support of private industry in securing jobs for enrollees of manpower programs;

4. Secure the maximum participation of labor in advancing the skills of the work force;

5. Integrate and coordinate efforts of Federal, State, and local public and private agencies involved in performing manpower services; and

6. Develop new approaches for improved services and changes in traditional organizational patterns and to assist socioeconomically disadvantaged, undertrained, and other individuals seeking and/or needing assistance from the State's manpower services system.

The Task Force further recommended that State agencies which should come under the umbrella for at least planning and coordinative purposes should include the Arizona State Employment Service Division and the Unemployment Compensation Division of the Employment Security Commission of Arizona; the Division of Vocational Rehabilitation, the Division of Vocational Education, and the Division of Adult Basic Education of the State Board of Education; the State Department of Public Welfare; the Apprenticeship Council; the Veterans' Service Commission; and the State Office of Manpower Planning.

In making its recommendations, the Task Force believed that the relationships proposed under the concept of the umbrella agency should lead to increased responsiveness and accountability of State government and fiscal resources, planning, evaluation, and overall administration, thereby improving effectiveness and efficiency in administration and operations, minimizing conflict, duplication, and overlap among programs and services. It should lead to more effective development of services needed by the individual to enable him to become a productive member of the work force with better delivery of coordinated and interrelated supportive manpower services.

But, most important, the existence of a unified administrative and planning agency concerned with all manpower programs would alleviate the constant need for new administrative structures. It would provide a more simplified structure with the flexibility needed for the logical and orderly assignment of program responsibilities, would enhance accountability, and would enable State government to more effectively anticipate and provide for the human resource development needs of the people of Arizona.

June 3, 1970

INSTITUTE V

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS IN METROPOLITAN AREAS

Topic: Vocational Programs and the Need for Coordination of Supportive Programs

Speaker: John L. Peterson, Superintendent, Residential Vocational Technical School for Indians
Bureau of Indian Affairs
Albuquerque, New Mexico

I'm not going to attempt in this presentation to quote a lot of resources because I am not a research scholar. Rather than talk about research I would like to talk about the necessity of coordination, the problems of coordination, and some of the practices of coordination involved in running an Area Vocational Center that had 25 occupational areas, a staff of 51 teachers and coordinators, an enrollment of 1800 day students, serving an area that really encompasses the State of Arizona, and serving many schools and different school boards. This program also was characterized by the fact that it was actually practicing flexibility in vocational education within the limits of a public school operation.

Let me define the term flexibility, if I may. By flexibility I mean a program that basically has offerings for individuals with any and all capabilities, programs an individual could enter anytine, as well as some very sophisticated programs with very strict starting times and entrance requirements. Of the former, as an example of the ease of operation, we had a welding program which would take people anytime they walked in the door, even two days before the end of the semester. The other extreme would be the licensed practical nurse program that took people only at the beginning of the semester. Within that spectrum we had programs that had modular scheduling providing complete flexibility. In addition to the starting and stopping and the flexibility of the curriculum that was offered we had individuals enrolled in these programs ranging in age from 15 to 65, ranging in education from high school dropouts to college graduates, and ranging in ability from special education to the most brilliant. A program of this kind is truly a flexible program. Also, I might mention in terms of flexibility that we had students enrolled that were referred from a great number of agencies in order for us to provide occupational skills for their clients. We were running what I would like to call or what I would like to think of as a "people oriented program."

Now I must assure you at this point that operating a people oriented program is not without its hang-ups. As an example, I recall our registrar going into orbit when we would even think of enrolling an individual two days before the end of a semester. He was worrying about credit, ADA, and all of the other operational sort of thing, and we were worrying about accommodating the individual the day he showed up ready to undertake training in our program. That is what I

mean when I refer to a flexible program. A program that is truly flexible within all of the possible limits of the operation.

Let me also define some of the basic terms I will be using in my presentation, and the way in which I will be thinking of these terms. When I speak of Vocational Education or Occupational Education I have reference to those which are offered within the framework of a public school. I'm sure that many of my remarks would be just as appropriate if we were talking about a private or proprietary school, but for purposes of my remarks, I am talking about public school programs of occupational preparation. In using the term, coordination, I'm referring to the fitting together of programs, facilities, people, dollars, and agencies, and how each of these things fit together to attain the objective of employment or upgrading for the individual. When we speak of supportive services, we're talking about every one of the agencies and the "things" they do. Let me go back one moment and talk about coordination. What we're really saying in coordination is the fitting together of many components and each individual doing his "thing" or each agency doing its "thing." When we speak of supportive services and supportive agencies we have in mind that each of the organizations involved has a "thing" they do best or the mainstay of the business. As an example, the public school vocational education program is in business to provide occupational training for employment. That's our "thing." Each of the various agencies has its "thing." Sometimes there is a combination and an overlap in the function and responsibility of the various agencies. Some of the agencies, if I may just run down a list of them to which I refer to as participating and finding a necessity for coordination in a program of vocational education, are: MDTA, WIN, NYC, Vocational Rehabilitation, Concentrated Employment Program, Bureau of Indian Affairs, State Employment Service, Job Corps, Veterans Administration, the Jobs Program, National Alliance of Businessmen, Trade Association, and Labor Unions.
These are just a few and I'm sure if we took the time we could add many, many more to the list. Each of these agencies has their "thing" and it behoves us as public school people to get the most out of the agencies and/or institutions.

A fact that I think should be established early is that all of us are dealing with the same people for the same jobs. We are all talking about that same percentage of young people, both in and out of school, the same percentage of unemployed and underemployed adults. We are all working toward serving the same individuals. I think a very significant development along the line of acticity coordination is the CAMPS program. In Arizona, when the CAMPS program was first established, I felt that here was another agency getting in on the act. But really, the idea behind the CAMPS program, if it ever develops fully, should be an excellent vehicle to bring about the ultimate goal of this institute. A very significant step has been taken in the state of Arizona in that the State CAMPS Committee and State Board for Vocational Education are one in the same. At least this was the organization that was coming into being when I left the State. This certainly has political implications as well as practical implications, but if the

two units function as one it can only enhance the coordination of their endeavors to educate and train those people for work that I mentioned before. If these two organizations do "their thing" it can only help and not hinder the most efficient use of men, monay, and machines.

What are some of the needs for coordination? 1.) To close the communication gap. We cannot say enough about the necessity of communication. All of us are busy---busy---busy, and when we get into trouble in trying to coordinate programs of vocational education, it is then that we neglect communication. I could devote the entire time of my presentation to just talking about this problem. But, if each of us is going to do "our thing" we need to communicate what that "thing" is. 2.) A second need for coordination is that, from a public school standpoint, all of the agencies we are working with should know what our purpose is, what programs we have to offer, and what our limitations are. It is not just letting these people know the purpose of vocational education, but we go back to the previous point concerning communication, that if we are in communication with these agencies, and we inform them of things that can happen before they happen, we are in a much better position to obtain coordination and cooperation. 3.) A third point in the need for cooperation is the fact that all of the groups mentioned have as one of their primary objectives helping people. It may be helping people in reestablishment, rehabilitation, testing, placement, or all of these. Each function is a people centered operation, built on the premise of helping people. 4.) The fourth point is one we should appreciate and capitalize on. As I see it, the need for coordination is that through programs of coordination and cooperation, we can make our dollars stretch further. Every agency named, including the public school systems, are in a dollar crisis. If each of us can, by working together, devote our dollars toward those activities that are more our specialities, we can all get the most mileage out of the money available. I am thinking in terms of the developments of the MDTA program, where, it seems, there is a great deal more effort being made toward a program of individual referral rather than setting up class size groups. This stretches the available manpower dollar in terms of meeting more individual needs rather than saying, if you want trining, XYZ is the course we have now, and this is what you're going to have to take. What we're talking about now is the referring of individuals to training they want and are capable of doing, and letting the institution that is a specialist in training do "their thing," while MDTA underwrites the cost of that training and provides the peripheral services within their realm. 5.) Another factor I see as a definite need for coordination is that often times the training of an individual for a job is only half of what needs to be done. The other half is making sure that individual is adjusted and able to hold the job. I believe this is an area where we have not done enough. We have too often felt that by giving people skills, they will be able to hold a job. This might be true

with the segment of the population who stayed in school, but when we're talking about the disadvantaged individual, the undereducated individual, the culturally disadvantaged/or educationally deprived individual, much more is involved than just developing occupational skills. Many of the agencies have specialists and programs to help in this sort of adjustment. Why not use them?

I'd like to spend some time now discussing with you some of the kinds of things we can expect from supportive services, and some of the areas in which we have used them. Surely, we have not done enough in this respect, but I feel we have made some significant inroads. The order in which I mention the following items has no bearing on their significance nor the frequency of use.

Recruits and referrals. Many of these agencies have individuals who need the kind of training that we, as public education, have to offer. Getting the information to them on the availability of training is an open invitation for enrollment. As an example, our biggest problem was to really make the point to the various agencies with which we worked, of what we really meant by flexibility in our program. Many of the organizations and agencies felt that since we were a public school program, if one didn't start school in September, scrub one training opportunity until next September. I hasten to add that there are probably a good many purlic school programs where this fact is true; start in September, or don't start at all.

Trainee information. This is another area in which the agencies can be very helpful. If they refer individuals to us for training, they evidently have a great deal of information concerning these individuals, which could help us do our job better. In most cases it is just a matter of asking for the available information and letting the agencies know how it will be used. Much of this information could be privileged, and I feel that they have the right to know that we are goind to respect such information. As a classic example of this, let me cite the situation of working with the state employment services on GATB test scores. I can remember the day, not too many years ago, when trying to get a GATB score was like trying to find the proverbial needle in a haystack. But times have changed. If the individuals representing a public school are qualified to handle privileged data and information, the employment has no feeling whatsoever about releasing that data to them. But, since test information is privileged, the employment service would like to know who is going to use the information and how it is going to be used. There is nothing more frustrating to an individual than entering a public school situation and being confronted with a battery of tests, many of which have already been taken through the referring agency. Why should we wasted time giving the same tests that have been given through some other agency? Why can't we in education ask the question, "What kinds of tests

has this individual had?" and put that information into the hands of competent vocational counselors so that those counselors can interpret this data and spare the individual of more testing. Now I am not saying that we do not test if it serves a valid purpose. But why test, if the individual has already gone that route?

Community information. We do not use our community agencies enough to find out what is going on and what the feelings are within the community regarding our programs of vocational education. The image of vocational education is certainly different to the person in the ghetto than to the person in the suburbs. As a matter of fact, the City of Phoenix and the program of vocational education is right now involved in a very, very serious difference of opinion as to the purpose of vocational education and the involvement of the inner-city student in vocational education. Sharing information with the agencies in the community and getting information from the community can be an excellent place for coordination.

Placement help. As I mentioned earlier, all of us, the agencies mentioned and the public schools, are involved with the same people for the same jobs. There are only so many jobs available in any community and rather than public educators beating the bushes trying to find a job for one of the trainees who has completed a program, why not use agencies that have paid job developers? If we would make this information known to the agency or to a community group, they, in many instances, will be able to come up with a job. All of us have individuals that we feel more comfortable working with than others. As an example, when I was working at Firestone, with the personnel department, I felt more comfortable talking to a specific person at the employment service than just talking with someone at the desk who serviced the particular type of help I was looking for. Therefore, if I couldn't talke to this specific person, I would go elsewhere to seek help in finding an individual to fill an opening. The same thing is true with any employer, there are certain people in certain industries, in certain agencies that they will deal with. An employer will give a job opening to XYZ and would not even think of giving that same job to ZYX. Therefore, when we have people in our schools who need employment, the best thing we can do is to contact the various agencies. For example, if we have a good minority person, a well-trained black person in a specific program, why not make use of the facilities of an Urban League Outreach program and make this individual available to them. I know what someone's going to say, what about "brownie" points?, and all I have to say about that is the quicker we quit worrying about "brownie" points, and start worrying about the people we're working with, the quicker and better this whole job of getting the right person into the right job is going to be accomplished.

Counseling. With all the individuals in our training programs, we cannot hope to do the whole job of counseling. I do not know of

a public school situation today where the counseling is adequate, and I don't say this with disrespect to counselors. But, they are working within ratios and loads that are unheard of as far as the recommendations of any professional guidance or counseling association. Therefore, since we in public education are so inadequately staffed, we ought to rely on the services of other agencies and organizations to help us provide the needed counseling.

Medical and dental health. When we find an individual in one of our training programs who is in need of medical or dental help, we can call upon any one of a number of agencies that has money and resources available, to provide the kind of help needed. We are not furtunate enough to have these kinds of funds in the public schools, and it is important to know which agencies can do what things, and to direct the individual to the proper agency or person who can help them with their problem.

Financing. As I mentioned earlier, all of us are in a dollar crisis, the many agencies with which we are trying to cooperate and coordinate, and the public schools. Once we know what the capabilities of each organization are, then we are in a position to be able to get the best use out of the dollars. This includes everything from tuition costs, safety equipment, tools, and books, to midical, etc. I might mention that one of the programs started at Phoenix Union High School was the involvement of two community services organizations (two service groups) in providing money for individuals who needed tools to get their first jobs upon completion of one of our training programs. We had built this fund up to some $2,500 before I left, and I'm sure this June many deserving students will be able to get a job and hold that job because because of training they received in public schools where tools and equipment had been donated by thoughtful and cooperative organizations.

Recruit teachers. One of the areas in which we can get additional help is in recruiting vocational education teachers. I'm sure that every one of your are hearing the noise about using more minority teachers in the public school vocational education program. But, within our sphere of influence in public education, where do we find qualified minority people in any one of the number of areas in which we are seeking teachers? As an example, how many of you right now could tell me the name of a black nurse who has a bachelors degree to qualify for licensed practical nurse teaching in the State of Arizona? Finding a teacher with a specific specialty is the kind of coordination and cooperation we can hope for. These same agencies that we ask for help also have the names of individuals who they would like to see have broader influence in public school activities. But, if we don't ask, and if we don't try to coordinate their efforts in placing minority people in better and different jobs, then our desire to hire more minority people will never be realized. We are both going to fail in our programs. Another example is in helping our teachers know their people.

Teachers groups are constantly wanting to know more about the activities of many of these agencies and services. We need to involve these other agencies in what they can provide to make our programs better by helping our teachers know their people. And last, but not least, I would like to talk about a point that I think we could do much more in, in coordination, and this is in the area of evaluation. In coordinating, all of us are talking again about the same people and the same jobs; we're talking about training programs for occupational employment, but when it comes to how we have done, they, the agencies, and we, the public schools, each have some information about how that individual is doing, and I ask, "What are we doing about putting the information together?" We and they wonder why we are getting poor returns on questionnaires. And the thing that happens in too many cases is that the individuals concerned have too many questionnaires to fill out. As a result, they either throw tham all away or give incomplete information. A coordination of effort on what they know about <u>their</u> people, and what we know about <u>our</u> people, could significantly enhance the total evaluation program. I'm talking about trade associations, employers, community agencies, governmental agencies. Again, let me stress, we're all dealing with the same people for the same jobs, why don't we pool our information when we evaluate what's being done for these people?

Next, I would like to discuss briefly some of the probalems in doing the kinds of things that I said could be done with the various agencies and facilities. If each of us are to do "our thing" all of the organizations and agencies need to have a flexible operation. I think this is one of the real hamg-ups with public school involvement and public school coordination and cooperation with all of the various agencies. I do not mean this as any kind of a criticism, but I talk about it from experience. In my background are some years of working with a major manufacturing company in terms of developing training programs, and in my first experience in Phoenix, working with the Manpower Development training programs. I think there is a basic characteristic of MDTA programs and industrial programs that we in public education could take a good look at. That basic characteristic is that every industrial training program and MDTA program, as well as others, are <u>NOW</u> programs; they are not tomorrow, or next semester, or next budget year programs, they are <u>NOW</u> programs. I think this is one of the things we need in public education, to take a real good look at how we can make our training facility and know how and dollars in special funds available <u>NOW</u>. I thinkh that once we can overcome that hurdle, we're going to be in a much better position to work with all of the agencies that are trying to help the same people get the same jobs. Such things as inflexibility of starting dates, as inflexibility of vacation schudules, the kinds of required paper work, now this is something that works both ways, the paper work. We are filling out the same form on the same people because your form is a different color than our form and we've got to get the right color in the right pigeon-hole, or else. We don't take advantage of the copy

machines which are available, to expedite the whole paper work problem; we don't think in terms of adapting other forms to our own use. We only think in terms of our own little paper mill.

Another problem that exists is legislation. Even though, in many cases, we in public education would want to do something and would have a flexible program, legislation does not permit us to participate. You need only to talk to the people in Arizona, and the people in Phoenix, specifically, to find out what we mean about permissive legislation. A year ago this time, the Phoenix Union High School System had to give up one of the most successful evening and adult school programs in the United States, because of the limitations imposed upon the school budget by legislation. These were for self-supporting programs, but because of the way the law reads, the dollars had to be raised in taxes even though they were coming in to offset the evening and adult school offerins. As a result, the apprentice programs that had been in existance in the Phoenix Union schools for years had to go to the junior colleges. One of the basic reasons it went to the junior college was that they had permissive legislation. So it is not just a matter of wanting to, in many cases you can have all the desire in the world and school legislation does not permit the change. Unfortunately, when we talk about occupational education in the halls of the legislature, we're not talking about a most popular subject, because, again unfortunately, most legislators think in terms of that 20% of the population going on to college and what is good for them, and not the 80% who are going to enter the world of work. A great deal of public school administrators think in terms of a good education as that education which prepares people to go to college. You show me the school that is rated and evaluated on the basis of how many of its students it puts successfully into the world of work. Not even your vocational schools get that kind of publicity. As a classic example, at Phoenix Union High School, where a big share of the enrollment in a large metropolitan school was involved in the Area Vocational Center program, they rated the ten high schools in the school system in terms of the number of people who went to college, and Phoenix Union High School was at the very bottom of the list. No mention was made as to the fact of how many hundreds of students had graducated from the vocational program and were place successfully on the job; no mention at all of the fact in the newspaper, except that of all the schools in the Phoenix Union High School System, Phoenix Union High School rated last in the number of people who went to college. This is what I'm talking about when I mention the inflexibility of many of our public programs. Because of the fact of the way schools are rated and evaluated, many of our public school administrators would rather be inflexible.

Well, I've talked about many things; I've had some suggestions as to how we could work with some of these agencies; let me close by giving two specific examples. First, a concrete suggestion that works, and secondly, to tell you about a program that was

developed, and how each of the various organizations are doing "their thing."

First, I would make this suggestion, that one individual be set aside in your school to answer questions dealing with outside agencies. One of the biggest problems is that the agencies themselves don't know where to go to get information, they don't know who to talk to, and they don't know with whom to make arrangements; you could go on and on. At Phoenix Union High School we tried to funnel and channel all of this through one person. At that institution, he had the title of an Adult Vocational Counselor. He worked with the Veterans Administration and he worked with Rehabilitation as well as with WIN and all of these other organizations. Now he did't do it all, but the first contact with these agencies was through this individual. This in itself saved us a great number of problems. Along the same line is finding out who our contact person should be in these agencies with which we are trying to coordinate our activities. This has always been a hamp-up. There are a number of counselros, there are a number of caseworkers, there are any number of fiscal officers, and as a result, we never knew who to contact. A solution to this problem was more complex as we were really never able to nail this down at all agencies. Coming from them to us, we were able to channel and funnel, but going from our school to them was another problem. I think this is an area where we could identify one person. I don't care where on the ladder, don't worry about whether you're a superintendent or a director or whatever your title many be, when talking to a clerk, at least if you talke to the same clerk every time, you'll probably get the same answers, and this is the important thing in getting the kinds of service and information desired. After all, our objective is to help people.

I"ll close by telling you of the specific example in coordinating and cooperating. Several years ago the government was interested in trying a different concept in terms of the Job Corps Centers. Instead of moving the young people to the Centers, away from their home, they were talking about bringing the Centers closer to home, providing the same kinds of training and educational services. Instead of having the people reside on the premises, they were to be taken to the Job Corps Center, or walk to the Center and go home every night. Packard Bell, who had operated Job Corps Centers around the country, was interested when they found that Phoenix might be one of the cities chosen for a Center. The Packard Bell Cooperation developers were very much interested in what could be done in terms of coordinating their training in our facilities. To make a long story short, as the program has developed, they are not only using the facilities of the Phoenix Union Area Vocational Center, but many other facilities in the community. Each of the facilities in the community being able to do their specific "thing" relative to the kinds of training that the individuals are best suited for. The Job Corps Center is

doing the selecting and the referring in cooperation with the Arizona State Employment Service, they are providing all of the things that a Job Corps Center normally does; they're running an orientation program, finding out what basic skills the individuals have; they're running basic skill training; they're doing basic training in ducational skills; and they're giving the job adjustment information. Once they've discovered the direction an individual is wanting to pursue as an occupational goal they refer those individuals to training institutions in the community to do the specific job training. The Jobs Corps Centers are not duplicating facilities, they're not building up expensive shops in their own facilities, instead they're doing basic training with the idea of basic skill developments prior to specific skill development. I think this is a classic example of the kind of cooperation that is needed. I would hesitate to say that all is not rosy in this arrangement, because the old hang-up keeps cropping up again, the Job Corps Center is a year round activity, not a September through May activity. And, as a result, we in the public school system, cannot stay in phase with the Job Corps training program. As a result, we're not able to do as much with them as can a proprietary organization or a skill center or some other organization that is structured to offer year round training. Job Coprs coordinating with employment services, coordinating with the public schools; the public schools coordinating with the proprietary organizations to take the same people to train them for the same jobs that all os us are involved in is a must! This is what I see it is all about--let us all do "our thing" to best help people realize an occupational goal.

June 4, 1970

INSTITUTE V

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS IN METROPOLITAN AREAS

Topic: Counseling and Guidance Services Supporting Vocational Students

Speaker: Robert E. Ripley, Assistant Professor
Vocational Guidance and Counseling
Arizona State University, Tempe, Arizona

Little to no significant vocational guidance and planned vocational counseling is going on in today's public school. The timely causes of drugs, sensitivity and scholarships currently has the counselor's energy expenditure. However, there is no excuse for a youth today to leave twelve years of schooling without knowing about himself, the world-of-work and having marketable skills. Excellent knowledge in career development is available. Excellent occupational materials are available. Excellent vocational education programs are available. Excellent cooperation from business and industry is available. Excellent support from legislation and all levels of government is available. A crying need is rising from the public for adequate vocational guidance and vocational counseling for their children. The problem is that no adequately educated and trained persons provide this service in the public school. The problem then goes back to the preparation programs. There are few, if any, counselor-education programs preparing a Career Development or Vocational Counseling Specialist.

The National Defense Education Act of 1958 provided funds to prepare school counselors to identify gifted engineers to compete with "Sputnik". The current EPDA programs (which have replaced the NDEA) are preparing consultants to elementary teachers and preparing minority self-concept trainers. These are merely expediency needs and yet vocational guidance (career development) is a stable recurring developmental process independent of political and social whims of the time.

Few currently employed school counselors have ever heard of the Smith-Hughes Act, George-Barden, George-Deen, Vocational Education Act of 1963 or the Vocational Education Amendments of 1968. Vocational Guidance is no longer part of the school counselors vocabulary. Guidance as a word is used as a historical term and concept to refer to the turn of the century procedures of Frank Parsons. However, there is no question as to the need for adequate vocational counseling and a person would be hard put to find a single negative response as to need or support for such ideas or programs.

The problem then lies with the schools and the departments within institutions of higher education preparing school counselors.

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I believe the federal government should fund six model career development (vocational guidance) counselor preparation institutes of one year in length. The purpose would be to have a core of properly, specifically prepared specialists on career development and vocational counseling to work with youth, teachers, administrators, community, government, business and industry. The emphasis would be to develop a Career Development Specialist for vocational counseling of all youth separate from the school counselor working on college scholarships, "dopers" and encounter sensitizers.

The remainder of this paper will be developed around the Institute participants formulated questions to which they wanted responses. The questions asked were: What are the criteria for selection of vocational counselors? Why bother with a counselor when we really need supportive services? How do we foster self-understanding in students concerning their occupational attributes and potentialities? Discuss Counseling approaches for disadvantaged. How can you effectively counsel someone you don't know? How can you give advice to people when there is 6% unemployment? Who can do counseling? Operationally define counseling. How can be best prepare counselors? Is there too much emphasis on academic preparation of counselors? Should we segment counseling? What is the role of a model counselor? What is a model guidance program? What place does testing play in career development? What is Arizona State University doing to develop vocational counselors? Should vocational counselors have work experience? Why hasn't anything happened since 1966 through June 4, 1970 when there have been many vocational conferences and publications on this topic? Do we want business and industry to provide anything but money? When is the office of student personnel services going to become an administrative function (policy making office)? Are counselors trained to be psuedo-psychologists? How do you motivate a community to the idea that students should leave school with a usable skill? How can we escape the stigma attached to vocational education? What national effort is being made to insure that high school counselors are knowledgeable in the area of the world of work? How can vocational guidance help to encourage minority groups to pursue careers in the skilled and craft areas? What constitutes a good counselor in-service program? Should all counselors be vocational counselors or is this a specialized task not needed for all guidance counselors?

The responses to these participant questions were: The criteria for selection of persons to become school counselors is currently a self-selection process. A person who has obtained a bachelors degree and teaching certificate and has successfully taught (which means they were not fired) applies to an institution of higher learning which provides a graduate program in counselor education. There are currently over 250 such programs with all levels of quality of preparation and emphasis. Each institution develops their own criteria for selection but does take into account the individual state department of educations high school counselor certification requirements. Some states require three

years of teaching experience, some a teaching certificate at the level at which you wish to be certified to counsel. For instance, if you have a valid elementary school certificate and become prepared as a secondary school counselor you may only be certified at the elementary school level. However, if you have a music or physical education certificate you may be certified at both the elementary and secondary school level. And if you have been a geometry or chemistry teacher and a masters degree you only need five courses. There is no criteria specifically for vocational counselors.

A properly educated and trained career development counselor would be a supportive service.

You can foster self-understanding in students concerning their occupational attributes and potentialities by a properly coordinated and implemented K through 12+ developmental guidance program. You can develop self-understanding through testing, group process, allowing the student to try-out attributes and potentialities without fear of failure and case study methods.

Counseling approaches for disadvantaged are varied and are usually tied to the setting and purpose for which you are counseling with the disadvantaged. The most promising counseling approaches have been behavior modification, selective reinforcement and desensitization processes. Here purposeful change is programmed specific results known. However, before you can counsel the disadvantaged you must first determine what you mean by the word. Do you mean family income level, minority identity, community living area, intellectual endowment or some type of physical or mental handicap?

You can be more effective counseling someone you don't know too well because you can be more objective. When counseling someone you know too well your predetermined mental set may get in the way of assisting the individual to help themselves. Over-identification, countertransference and projection have to be carefully watched for when you know a person too well.

It is easy to give advice when there is 6% unemployment. What is difficult is to do counseling.

Anyone can do counseling. Rarely have I met a person who didn't think they were a good counselor. Most persons don't know what they don't know when it comes to counseling. School counseling requires knowledge of the normal developmental processes, aptitudes, interest, personality, achievement, curriculum related to individual needs, interpersonal relationships, environmental press, family and community relations, changing values, occupational, educational and personal-social information, occupational choice, prestige, educational planning, organization and change, test selection and interpretation, knowledge of the changing world of work, relationship of individual needs, assets and

interests to vocational preparation, knowledge of technical, trade, business schools as well as community colleges, private colleges and universities. Knowledge of family and peer relationships and their influence on choice. Group processes, minority pressures, national needs occupationally, referral sources as well as coordination methods and procedures with teachers, administrators and parents.

Definition of counseling: Counseling is a human relationship process developed for the purpose of aiding each individual to help themselves develop to their fullest potential for the greatest good to themselves and society.

We can best prepare counselors by first determining what we want them to do in each setting and then developing a training program for such a person. Currently counselor education programs are preparing counselors to work in schools, clinics, hospitals, employment service, vocational rehabilitation, colleges, industry, detention centers for delinquents, the military and private practice. We are preparing them to work with every type of problem from drug addiction to study habits.

In most training programs there is not enough emphasis on academic preparation. The emphasis is on completion of courses and meeting minimum state certification requirements.

Perhaps the societal complexities are such that counseling should be segmented. There could be specialists and generalists. Some school counseling and guidance departments do follow such a plan successfully.

There is no such thing as a model counselor or model guidance program. The North Central criteria comes as close as any concensus as to a model. Each student must determine the objectives from the particular schools philosophy. The guidance program should be built on the objectives and the counselor's role is to implement the program to insure each childs needs are met within the stated objectives.

Testing has a very important place in career development. Testing can provide verification, exploration and the uncovering of unknown potentials and areas of satisfaction. Testing cannot tell a person what to do, however, comparative results can provide additional data upon which an individual can better make realistic decisions. Usually, however, the problem is not with the test but with the interpretation. No test is better than the interpretation and most test results are very poorly interpreted.

Arizona State University in order to better develop vocational counselors has provided an institute for currently employed school counselors on career development and occupational information. The institute has been a joint venture with the Department of Vocational Education. The counselors actually visit the local business and industries to see what people do on the jobs. Technical, trade and business schools are visited

as well as community agencies and referral sources. Over one-hundred and twenty Arizona school counselors have now gone through the institute.

I believe all vocational counselors should have work experience. Most school counselors have had extensive experience. I recently surveyed forty graduate students majoring in counseling at Arizona State University. The students had a combined work experience of two-hundred and sixty eight occupations.

Little to nothing has happened as the result of the many vocational conferences because there have been no action plans. Generally, the conferences have been identifying of the same problems and suggesting the same solutions. Methods of implementing action plans must be a part of the conferences or else the only result of a conference is another conference.

Business and industry is a marvelous aid for assisting counselor educators in developing vocational counselors. Business and industry could provide internships for counselor trainees. Here in Arizona we have a Business-Industry-Education committee and conference. The business and industry doors are open for visits and consultation.

The student personnel services of a school are an administrative office. That is, the service function is to carry out school policy. The guidance department can recommend policy but their function is not to make policy but to carry it out.

Yes, counselors are trained to be psuedo-psychologists. In fact, some even become psychologists.

You motivate a community by showing a purpose for leaving school with a usable skill and what it means not to leave school with a usable skill. The unfortunate fact is that almost all the children of the power people in the community go to college where they acquire their usable skills. I believe you must attempt to convince on an economic base and not on an altruistic or moralistic base.

Currently you cannot escape the stigma place on vocational education. You have to make it more prideful to be a part of vocational education. How can you sell prestige and status in vocational education? Perhaps the skills and creation of a personally satisfying identity should be sold rather than the labels.

I know of no national effort to insure that high school counselors are knowledgeable in the area of the world of work.

Vocational guidance can help to encourage minority groups to pursue careers in skilled and craft areas by having planned programs of a developmental nature from kindergarten through the twelfth grade. Good minority member models is one way to encourage youth.

A good counselor in-service training must assist the counselors to remain up-to-date on local needs, information and professional knowledge growth. The in-service training should include feedback to the individual counselors. The training should include review of the current literature in the field.

All counsellors should be able to do vocational counseling; however, I am more and more convinced there should be specialists in this area.

Thank you for giving me this opportunity to talk with you and share in your conference.

June 4, 1970

INSTITUTE V

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS IN METROPOLITAN AREAS

Topic: Planning and Organizing for Effective Coordination

Speaker: Morrison F. Warren, Associate Professor
Director, Experimental Education Program
Arizona State University, Tempe, Arizona

The official title of this presentation, as is indicated in your program, is "Planning and Organizing for Effective Coordination." As you are probably well aware, each of these components--planning, organization, and coordination--has been the subject of intensive scholarly analysis, and volumes of technical, theoretical, and philosophical treatises have been written on each. Thus it would be a virtual impossibility for me to do justice to each in only an hour's time, much less tie the three together so that the presentation possesses clarity, cohesion, and practical utility. It is possible, however, to give you some indication of considerations which must be given to the subject which is to be planned, organized, and coordinated--in this case supportive services for vocational education programs--if the venture is to prove successful.

Prior to doing so, however, I would ask that you accept the following assumptions, not because they are inscribed on tablets of stone but because we must establish some sort of a frame of reference. Therefore, let us assume that "planning" is synonymous with identifying all of the variables which are relevant to the project under consideration, that "organizing" is the ordering of these variables into a logical network or system, and that "coordination" is the act of relating the variables, which have been identified and ordered, to events which occur independently of our system.

For example, if one were to be planning a cross-country automobile trip, he would have to plan, organize, and coordinate in order to guarantee its success. In the planning phase he would identify all relevant variables. Among these variables might be total money available for the trip, the length of time available for the trip, the things he wants to see and do enroute, the average mile per gallon ratio he can expect, and the equipment which will be required.

After all of the relevant variables have been identified, one enters the organizing phase, and in this phase he orders and systemizes the variables so that they possess an internal consistency. For instance, if the total money available for the trip is less than that required for the purchase of gasoline, or if the time available for the trip does not closely correspond to the maximum amount of miles one can expect to cover in the time allotted, the scheme lacks internal consistency and must be revised until it is internally consistent.

Once the planning and organizing phases have been satisfactorily completed, then one can proceed to the coordination stage. Again, utilizing the cross-country trip analogy, this stage involves relating the preconceived scheme to events which occur independent of this scheme. This might involve relating maximum driving time to the availability of lodging, of relating the miles per gallon ratio to the availability of gasoline, or relating the planned itinerary to weather forecasts, whether or not national parks are open for the season, etc.

In any event, the net result is a coordinated plan of action which takes into account the identification and ordering of all variables relevant to the task at hand and their relationship to variables outside of the preconceived construct.

Naturally one cannot hope for perfect congruence between the two sets of variables all of the time. Sometimes we will identify irrelevant variables, or we will overlook some highly important ones, in which case the scheme we advanced lacks internal consistency even though logically it appears to possess it. Or, in other instances, variables which occur outside of our preconceived plan will invalidate our efforts. These are self-correcting mechanisms though and even though they frequently frustrate us, and prove true the adage advanced by Robert Burns that "the best laid plans of mice and men gang aft aglee," each is essential to the final attainment of a workable solution or master plan.

Before we proceed any further, may I ask whether there are any questions at this point? Does what I have said make sense to you? If there are no questions (further questions), let us--utilizing the framework we have established--proceed to a specific discussion of the topic at hand, namely, "Planning and Organizing for Effective Coordination of Supportive Services in a Vocational Education Program."

First of all, as was the case in the preceding example, we must initially identify all of the variables which appear to be relevant to our purpose. With John Dewey, I would submit that these variables must spring from an analysis of the type of individual with which we are concerned. Curricular revision and instructional methods, materials, and procedures will follow in due course if we know what kind of individual we are dealing with.

In the domain of the individual we have to establish what sort of person the program will be established for and what kind of supportive services are required for this particular sort of individual. It appears to me that both the literature and personal experience in the field of vocationsl education would support the thesis that most of the students in vocational education programs come from families with low socioeconomic standing. In other words, vocational education students tend to be "disadvantaged" as modern terminology has it. Therefore, one must identify the characteristics of the disadvantaged student, a taxonomy which is easily ascertainable from professional literature as well as from empirical judgement. Thus the major

variables with which we must contend are:

1st - Student Privacy: The preponderance of disadvantaged children's homes are highly overcrowed. This permits neither privacy, personal development, nor an atmosphere conducive to intellectual pursuits.

2nd - Environmental Provincialism: The typical disadvantaged student is a captive of his immediate environment; he tends to stay within his immediate environment and thus remain unfamiliar with areas beyond both his neighborhood environment and the limited conceptual environment imposed by geographic provincialism.

3rd - Lack of Successful Adult Models: I think it has been well established in the annals of educational thought and research that much of what a young person learns is the result of his emulation of a successful and admirable adult. However, these types of individuals are in scarce supply in disadvantaged schools and communities, so the disadvantaged youngster learns from those who are not so admirable and is thus defeated before he begins to make a living.

4th - Paucity of Educational "Things": It is not atypical for the disadvantaged youngster's home to be completely devoid of books; instructive toys, games, or devices; and pencils and paper. In addition, there is often no one in the home who is capable of explaining the use of these items even if they were available.

5th - Lack of Parental Support: Lower socioeconomic status parents do not, as a rule, have either the time or the knowledge to help their children acquire information, concepts, or educational experiences.

6th - Slum Environment: The slum environment is an implicit negation of much of what the public school attempts to convey and since the student is exposed to it over a greater period of time and with much more direct interest, the environment more often than not defeats the school's purposes. Therefore, the youngster from the slum often learns that the quick buck is more desirable than the promise of future rewards promised by education; that competition is preferable to cooperation; that the establishment is geared toward human suppression rather than liberation of the mind, body, and spirit; that education is irrelevant; that upward mobility is for the middle class child and not for him; and that escape is infinitely more desirable than facing the realities of slum existence.

7th - Built-In Attitudes of Failure: The lack of successful experiences in school, in family life, and in community affairs too often result in the youngster being conditioned for failure, a circumstance which demoralizes the youngster to the extent of creating a negative self-image and a low estimate of his own competencies.

8th - Discrimination and Segregation: These attitudes often result in feelings of hostility, humiliation, inferiority, self-doubt, self-hatred, all of which impair self-development.

9th - A Middle-Class Curriculum: The typical public school curriculum is geared to the student from middle class homes and as such places primary emphasis on acquisition of cognitive understandings and preparation for college. This occurs despite the fact that a majority of American youngsters neither need a college education nor are capable of obtaining a college education unless college and university standards are adjusted.

10th - Poverty: Though we would like to deny that there is a strong negative correlation between student financial status and school achievement, research has irrevocably established this is indeed the case. Stated simply, one can justifiably claim that the schools mitigate against the poor student regardless of color, ethnic group, religion, etc.

11th - Academic Retardation: Due to the cumulative effects of each of the preceding, the typical disadvantaged youngster is academically retarded by the time he reaches junior high school age. The socioeconomically handicapped student in the school setting manifests one, all too often more than one, and much too frequently all of the following characteristics:

a. Low-level reading ability

b. Limited formal vocabulary and poor speech construction and diction

c. Relative slowness in performing intellectual tasks

d. Poor health and poor health habits

e. An anti-intellectual attitude

f. Indifference to responsibility

g. Limited experiences of the sort schools assume most of their students have had with their families; for instance, contact with social, cultural, and governmental institutions

h. Low intelligence test scores, poor attendance records, and high dropout rates.

12th - Student Attitude Toward School and Education: It is important to consider and understand student attitudes before attempting to change them. The educational experience, as they see and interpret it, is as follows:

a. The school day is long and tedious.

b. The education they are receiving seems to lack relevance to their future life and needs.

c. The school system often fails to recognize and respect their culturally different backgrounds.

d. Some teachers lack an understanding of their special needs and problems, or ignore them.

e. Little or no special instruction and attention are provided which might help them fit into the regular school programs.

f. Too much school time, in their view, is spent on discipline; staff members are occasionally involved in physical conflict with students. Such behavior on the part of adults is already too frequently a part of these youngsters lives.

g. They think that they are not given the type of counseling, encouragement, or other support they need to enter the world of work, and so they leave school unprepared for a job. When they encounter discrimination or failure in job seeking because of their age, race, or poor educational background, they do not believe that a return to school will improve their situation.

This concludes the list of variables deemed relevant for our purposes, and you can readily see that it is an extremely formidable taxonomy, the resolution of which will require the intensive application of many fine minds and concentrated action by many committed individuals.

The second phase of our operation, you will recall, is how to organize these variables, to place them in a context of internal consistency by ordering and systematizing them according to the dictates of logical thought guided by accepted research findings. Toward this end I would like to submit that those variables which have been identified might be systematized under three headings, all of which refer to the student, and that the variables themselves tell us what kind of supportive services we need. The headings to which I refer are: (1) Environmental variables; (2) Cognitive variables; and (3) Affective variables.

Under the general aegis of environmental variables with which we must be concerned, we might include--without becoming overly redundant--the following:

1. Poor housing, trouble with the law, and lack of adequate transportation facilities

2. Lack of adequate food and clothing

3. Monotony of experiences

4. Inadequate home life

5. Lack of responsible adult guidance

6. Lack of successful adult models

It follows, then, that the following supportive services must be provided in order to overcome the debilitating effects of those variables just mentioned:

1. Social workers to work with parents in establishing parental support of the student.

2. Financial assistance

3. Legal assistance

4. Transportation assistance

5. Adult guidance and successful adult models to provide articulation from the school, through the community, to the home.

6. Health services

In terms of the cognitive domain, we must provide:

1) An individualized curriculum which ministers specifically to those students who are academically retarded as a means of supporting them in their efforts to acquire skills for the world of work.

2) This curriculum should capitalize on a strength of the disadvantaged youngster which has previously been overlooked: that is, that the disadvantaged student can benefit immensely from curriculum which capitalizes on his ability to grasp the specific, the concrete, the seeable. The disadvantaged student normally has difficulty in conceptualizing and in dealing with abstract ideas, but he can deal effectively with the concrete.

3) Remedial and developmental classes ought to be instituted to assist students in reaching at least the minimal level of academic competence requisite for vocational success.

In the affective domain, the identification of supportive services is not as apparent as in the other two areas, but recent work in this field serves to give us some idea of the direction in which to proceed. One cannot help but be impressed by the near unanimity of professional judgement which decrees that the major need in the area of supportive services to minister to the affective domain is an extended and enriched guidance program. It is not much of a secret that, up until the past five or ten years, public school

guidance services consisted mainly of assisting the academically able youngster in selecting and being selected by a university and in reprimanding youngsters who were ill-fitted to the traditional curriculum. However, now, as the cliche' says "the times they are a-changin'" and with the passage of time has come a new breed of guidance personnel: better trained, more committed to all youngsters and not solely the most able, given more public and administrative support than ever before. And, with the advent of this new breed of guidance counselor, more services are available to more students of a more varied nature than ever before in the history of education.

All is not roses, however, as I am sure that you agree that the primary emphasis of most guidance services is still directed toward the most academically able student and for an understandable, if not defensible, reason: most guidance people are from a middle-class background and, as is typically human, view everyone who deviates from the middle-class ethos as being different, inferior, incorrigible, unbalanced, unteachable, etc.--you choose your own adjective. There is a perceptible change, though, and I am optimistic that the guidance personnel of the future will be more empathetic with the less gifted, the culturally different, or the vocationally oriented. In order to insure this, however, we must strive to make it operational today and not wait until tomorrow.

Thus far we have spoken of many things: we have isolated many variables and we have attempted to systematize them. Thus we have gone through, superficially to be sure, two phases of the process which I mentioned at the beginning of the talk: Planning and Organizing. Now we come to the third and last, that of coordination. If you remember, we defined coordination as that process of connecting those elements of our system--a system we have attempted to make internally consistent--to those variables which operate outside of our system. In the case of supplying supportive services to vocational education, we must then, necessarily examine elements outside of the school structure, coordination with which will enhance our chances for success.

I don't mean to sound overly pessimistic or to appear as a wild-eyed heretic, but I do feel that vocational education is an exercise in futility if conducted solely by school personnel. Since the student spends most of his time outside of school, it is too much to expect that the school experience alone will suffice in making a productive individual out of one who has never experienced anything but the slum ethos. Therefore, I propose that the Coordination Process be one of connecting our pre-deisgned system to those systems which exist independent of our system. As we look around our community we see a great many agencies and organizations which are dedicated to assisting individuals find a productive niche in society but which have never been involved in a genuinely

cooperative effort with the school. For example, the Welfare Service provides individual guidance and diagnostic services for the type of family from which a great many vocational students come, but, though their goals are similar, Welfare and the school have typically maintained a cursory acquaintanceship.

What I am advocating, in the final analysis then, is what I like to call UNITY IN DIVERSITY or to involve many agencies with many purposes in a unified effort, in this case, supportive services for vocational education.

Since we have identified some of the necessary supportive services, we might speculate as to how they might be coordinated.

If you remember, we identified the following services which appear to be essential in terms of assisting the student in vocational education programs:

1. Financial
2. Transportation
3. Legal
4. Guidance
5. Health

Is it possible for the school to initiate interaction between representatives of the above agencies with the expressed goal of identifying the needs of the low-income student and his family, the specific goals of the agencies, and building mechanism for coordinating and delivering services? I say Yes.

Phoenix has made an attempt to do this by housing these respective services under one roof--the LEAP Service Centers.

In conclusion I would like to say that I am not so naive or so idealistic to believe that planning, organizaing, and coordinating fall neatly into mutually exclusive categories such as those I have outlined or that their consummation is an easy matter. I fully realize the obstacles which can be encountered, but I cannot condone either procrastination, planned inaction, or indolence in attempting to provide supportive services for vocational education students. Though the provisions of such services in the amounts and of the quality that we would prefer is fraught with difficulty, there are some lines by T. S. Eliot which have often given me the inspiration to go on when seemingly defeated, and I would like to share them with you.

> "The fact that a problem will certainly take
> a long time to solve, and that it will demand

the attention of many minds for several generations, is no justification for postponing the study. And, in time of emergency, it may prove that the problems we have postponed or ignored, rather than those we have failed to attack successfully, will return to plague us. Our difficulties of the moment must always be dealt with somehow; but our permanent difficulties are difficulties of every moment."

Thank you very much.

INSTITUTE V

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS IN METROPOLITAN AREAS

Topic: Coordinated Programs - State and National Implications

Speaker: Byrl R. Shoemaker, Director of Vocational Education, Ohio

The topic "Coordinated Programs, State and National Implications" presents quite a challenge to the presenter. I am not quite sure how much of a challenge it places to the members of the institute as the last topic in what has probably been a very interesting, but long program. I know how difficult it is for anything to be interesting at this spot on the program, and yet I would suggest to you that there will be no programs of supportive services to administer and coordinate unless there is: adequate conceptualizing of needed supportive services; adequate planning in terms of goals and patterns of organization; adequate leadership in terms of state division of vocational education staffing and organization and adequate services of a leadership nature throughout the state from that unit; adequate funding patterns in terms of state funds, procedures for the allocation, utilization of Federal funds, and flexible funding in relationship to supportive services; and a strategy for implementation of supportive programs on a broad base to all youth in all sections of the state who need such services. I believe it is very important at both the state and national level that all efforts such as those described above be based upon the concept that supportive programs of vocational education must be pointed toward solutions to social and economic problems which are facing this nation and not spasmodic stabs in a few directions, serving a few people well, but making no major contribution to the needs of the many whose only hope may be provision of supportive services.

While you have undoubtedly discussed concepts of supportive services and programs during this workshop, it is perhaps necessary that I identify briefly for you the nature of supportive programs and supportive services which would be considered essential from one state department of education unit. We would identify the following programs and services, along with a brief description of each, as significant supportive programs either underway in Ohio or in the planning stage:

1. World of Work - Programs designed for all children in grades K-6 to provide them with a basic understanding of various occupations they come in contact with.

2. Career Orientation - This is an exemplary program designed to provide all seventh and eighth grade students with a realistic exposure to the jobs, careers, and professions in the world of work. It is a regularly scheduled curriculum included at the seventh and eighth grade level, and all students gain a minimum of 540 hours of career orientation curriculum exposure

over a two-year period. The emphasis is upon field trips, student activity, and use of resource persons so that students gain an understanding of all jobs and careers broken into large groups according to the Standard Industrial Classification. Career orientation curriculum units are taught by the teachers in the regular subject areas, namely, science, English, math, social studies, etc. The program utilizes parent, business, industrial and professional persons in an advisory capacity. Six major school districts have this program in operation involving 6,500 students.

3. Career Exploration - New and innovative programs designed to provide all students in grades 9-10 with information and actual on the job experiences in clusters of occupations.

4. Occupational Work Adjustment - This is a school supervised, work experience, and career exploration program for dropout prone 14-15 year olds. It is designed so that students gain their regular academic requirements and are enrolled in at least 2 periods of work adjustment and employability skill instruction conducted by a teacher-coordinator during school hours. The teacher-coordinator works with the student, parents, and employer so that these youth have a totally integrated school work experience program enabling them to develop to their highest potential and move to higher levels of vocational and academic instruction. This program operates under the provisions of the recent temporary amendment to child labor regulation #3. This is the first year of operation and there are 39 units. There will be at least an additional 70 units next year.

5. Occupations Laboratories - The OccupationsLaboratory is designed to provide disadvantaged youth with an opportunity to become work-adjusted through participation in a light industry operation conducted within the school. The laboratory produces products used by the school on an assembly line basis, and the coordinator places the students in Occupational Work Experience as soon as they have developed the necessary attitudes and employability skills. These laboratories are operating in our large cities and in some area vocational centers.

6. Occupational Work Experience - The OccupationalWork Experience Program is designed for youth 16 years of age and older who are unable to succeed in regular vocational education programs. They may have socio-economic, academic, or cultural handicaps which prevent them from succeeding in school. This program is operated on the basis of one-half day in school and one-half day on the job with a teacher-coordinator having a minimum of 12 and a maximum of 25 students. This program was first started in 1962. We now have 267 units. Approximately 85% of all the students enrolled in this program graduate from high school and are presently working full time.

7. Centers for Vocational Rehabilitation and Job Preparation - Centers are being established in each of Ohio's eight major cities. These centers are designed to serve school alienated youth who may be disadvantaged and handicapped and need a special environment in order to become rehabilitated and prepared for jobs.

8. New Programs and Services to Provide Vocational Education for the Disadvantaged - All schools are provided with information and application forms so that they can apply for approval of new and innovative programs and services designed to prepare disadvantaged persons for jobs and careers.

9. New Programs and Services to Provide Vocational Education for the Handicapped - All schools are provided with information and application forms so that they can apply for approval of new and innovative programs and services designed to prepare handicapped persons for jobs and careers.

10. Cooperative Vocational Programs - Cooperative Vocational Programs include Distributive Education, Diversified Cooperative Training, Cooperative Office Education, Agri-Business Coop., and Home Economics Job Training Coop. These programs are high skill in nature and include skill and technical related instruction with the school coupled with job training plans and on-the-job supervision and coordination. In addition to these programs, many high skill programs include cooperative placement of students during their last semester prior to graduation and entrance to the world of work. Presently there are approximately 18,000 students enrolled in cooperative vocational programs. This includes those enrolled in the OWE and OWA Programs.

In addition we would identify a system of vocational guidance leading into a comprehensive program of vocational education as important supportive programs in terms of the future development of vocational education. A Governor's Task Force in the state of Ohio, in a report to the state legislature in January of 1969, suggested the development of a work-oriented program, starting in kindergarten. An outline of the proposed work-oriented program, identified by the Governor's Task Force is as follows:

EMPLOYMENT ORIENTED EDUCATION FROM FIRST GRADE THROUGH HIGH SCHOOL

FIRST SIX GRADES	1. RESPECT FOR THE WORLD OF WORK
	2. MOTIVATION TO WANT TO DO SOME PART OF THE WORLD OF WORK
GRADES 7 & 8	CAREER ORIENTATION FOR ALL STUDENTS TO OUR TECHNICAL SOCIETY

GRADES 9 & 10

1. EXPLORATION FOR OCCUPATIONAL CHOICE
2. WORK ADJUSTMENT PROGRAM FOR SCHOOL DISORIENTED YOUTH

GRADES 11 & 12

BROAD GOAL-CENTERED EDUCATIONAL PROGRAM

To enter the dream world in terms of supportive programs based upon the human resources development concept, let me describe the concept of a human resources center, developed at a conference involving representatives of the Appalachian Regional Commission, and representatives of the state departments of health, mental hygiene, Bureau of Vocational Rehabilitation, Youth Commission, Division of Vocational Education, and Division of Special Education from the State Department of Education. The simple concept which our Division of Vocational Education took into the meeting was illustrated with a series of circles, the center one labeled Mental and Physical Evaluation Unit, with many other circles emanating from the center, indicating interaction between units. This Model of Tri-County Campus for a Total Human Resource Center included Ohio University, High Schools, Elementary Schools, Courts, Welfare Departments, Health Departments, Federation of Sheltered Workshops, Community Classes, Family, Community Clinics, Student Health, Health Manpower Institute, Health Clinic, Day Care Center, M.R. Residential Unit, Sheltered Workshop MR-BVR, HAPSEC, Motel Unit, Vocational, Technical, and College Prep. The outer arc of circles, representing Community Activities, went from Ohio University through Student; the inner arc of circles was labeled Tri-County Campus and included the rest as itemized above.

The Human Resources Center is at the present time, only a dream. Efforts are being made to obtain planning money to reach toward the additional funds necessary to make the center a reality.

Time allotted and the topic assigned does not permit me to discuss in detail these supportive programs. Needless to say, I think the concept of supportive programs by most educators has been rather narrow, and the opportunities to implement even those with which we are familiar, or which we developed, are very few.

Planning

I believe that the first implication in terms of supportive programs at the state level is a responsibility for planning, based not only upon goals or objectives with high-sounding words, but upon quantified objectives which can become a part of a program planning and budgeting system and which establishes measurable goals for the vocational education program within a state. Within our state, our recently revised State Plan for Vocational Education included the following progression in terms of goals for our vocational education programming, based upon the planned requirements that we project five years ahead. The progression is from very generalized goals to quantified objectives. See following pages.

VOCATIONAL EDUCATION OBJECTIVES

GOALS OF VOCATIONAL EDUCATION IN OHIO

THE PURPOSE OF THE DIVISION OF VOCATIONAL EDUCATION, DEPARTMENT OF EDUCATION, STATE OF OHIO, DICTATES THAT ONLY ACTIVITIES WHICH CONTRIBUTE TOWARD THESE GENERAL GOALS ARE TO BE INCLUDED IN THE PROGRAM PLANNING

1. TO MAINTAIN, EXTEND AND IMPROVE EXISTING PROGRAMS OF VOCATIONAL EDUCATION,

2. TO DEVELOP NEW PROGRAMS OF VOCATIONAL EDUCATION,

3. TO PROVIDE PART-TIME EMPLOYMENT FOR YOUTHS WHO NEED THE EARNINGS FROM SUCH EMPLOYMENT TO CONTINUE THEIR VOCATIONAL EDUCATION ON A FULL-TIME BASIS,

SO THAT ALL PERSONS OF ALL AGES AND OF ALL ABILITIES IN ALL COMMUNITIES OF OHIO WILL HAVE EQUAL AND READY ACCESS TO AN ADEQUATE VOCATIONAL EDUCATION FOR TRAINING OR RETRAINING WHICH IS OF HIGH QUALITY, REALISTIC IN REGARD TO ACTUAL OR ANTICIPATED LABOR MARKET DEMANDS FOR GAINFUL EMPLOYMENT, AND SUITED TO THEIR NEEDS, INTERESTS AND ABILITY TO BENEFIT FROM SUCH TRAINING.

SUCH ACCOMPLISHMENTS WILL BE MANIFESTED THRU:

1. VOCATIONAL EDUCATION PROGRAMS FOR HIGH SCHOOL STUDENTS INCLUDING SUCH PROGRAMS WHICH ARE DESIGNED TO PREPARE STUDENTS FOR ADVANCED OR HIGHLY SKILLED POST SECONDARY VOCATIONAL AND TECHNICAL EDUCATION,

2. VOCATIONAL EDUCATION PROGRAMS FOR PERSONS WHO HAVE COMPLETED OR LEFT HIGH SCHOOL AND WHO ARE AVAILABLE FOR STUDY IN PREPARATION FOR ENTERING THE LABOR MARKET,

3. VOCATIONAL EDUCATION PROGRAMS FOR PERSONS WHO HAVE ALREADY ENTERED THE LABOR MARKET AND WHO NEED TRAINING OR RETRAINING TO ACHIEVE STABILITY OR ADVANCEMENT IN EMPLOYMENT,

4. VOCATIONAL EDUCATION PROGRAMS FOR PERSONS WHO HAVE ACADEMIC, SOCIO-ECONOMIC, OR OTHER HANDICAPS THAT PREVENT THEM FROM SUCCEEDING IN A REGULAR VOCATIONAL EDUCATION PROGRAM,

5. VOCATIONAL EDUCATION PROGRAMS FOR HANDICAPPED PERSONS, WHO, BECAUSE OF THEIR HANDICAP, CANNOT SUCCEED IN A REGUALR VOCATIONAL EDUCATION PROGRAM WITHOUT SPECIAL EDUCATIONAL ASSISTANCE OR WHO REQUIRE A MODIFIED VOCATIONAL EDUCATION PROGRAM,

6. VOCATIONAL GUIDANCE AND COUNSELING PROGRAMS FOR ALL PERSONS WHO NEED AID IN THE SELECTION OF, AND PREPARATION FOR, EMPLOYMENT IN ALL VOCATIONAL AREAS,

7. VOCATIONAL ANCILLARY SERVICE AND ACTIVITIES PROGRAM TO ASSURE QUALITY IN ALL VOCATIONAL EDUCATION PROGRAMS,

8. VOCATIONAL RESIDENTIAL SCHOOL FOR YOUTH 16 THRU 21 YEARS OF AGE WHO CAN PROFIT FROM A VOCATIONAL EDUCATION IN A RESIDENTIAL SCHOOL,

9. VOCATIONAL HOME ECONOMICS CONSUMER AND HOMEMAKING EDUCATION PROGRAM FOR PERSONS WHO ARE OR MAY BECOME BOTH HOMEMAKERS AND WAGE EARNERS,

10. VOCATIONAL HOME ECONOMICS CONSUMER AND HOMEMAKING AND FAMILY LIFE PROGRAMS FOR STUDENTS AND ADULTS IN CULTURALLY AND SOCIALLY DEPRESSED AREAS,

11. VOCATIONAL COOPERATIVE EDUCATION PROGRAM FOR STUDENTS WHO COULD PROFIT FROM A COOPERATIVE ARRANGEMENT BETWEEN THE SCHOOL AND EMPLOYER FOR INSTRUCTION AND ESPECIALLY THOSE STUDENTS WHO ARE SCHOOL DROPOUT PRONE OR COULD BENEFIT FROM FINANCIAL ASSISTANCE,

12. VOCATIONAL WORK-STUDY PROGRAM FOR STUDENTS ENROLLED IN A JOB TRAINING PROGRAM WHO ARE 15 THRU 21 YEARS OF AGE AND WHO ARE IN NEED OF THE EARNINGS FROM EMPLOYMENT TO PURSUE A VOCATIONAL EDUCATION PROGRAM.

THESE GOALS, WHEN TRANSLATED INTO OBJECTIVES, FOR THE YEAR 1975, ARE:

1. TO PROVIDE BY 1975 A WORK ORIENTATION PROGRAM FOR 900,609 OR 75% OF THE 1,200,812 STUDENTS, AT THE K-6 GRADE LEVEL WHICH WILL ENCOURAGE CONSTRUCTIVE WORK ATTITUDES IN ALL YOUTH,

2. TO PROVIDE BY 1975 A CAREER ORIENTATION PROGRAM FOR 270,484 OR 75% OF THE 360,645 STUDENTS, AT THE 7TH AND 8TH GRADE LEVEL OR 12 AND 13 YEARS OF AGE TO BUILD A BASIS FOR A CAREER EXPLORATION PROGRAM REALISTIC IN LIGHT OF ALL THE CIRCUMSTANCES SURROUNDING THEM AND THE ACTUAL AND POTENTIAL LABOR MARKET DEMANDS FOR GAINFUL EMPLOYMENT,

3. TO PROVIDE BY 1975 A CAREER EXPLORATION PROGRAM FOR 299,170 OR 75% OF THE 398,894 STUDENTS, AT THE 9TH AND 10TH GRADE LEVEL OR 14 AND 15 YEARS OF AGE,

4. TO PROVIDE BY 1975 A DROPOUT PRONE YOUTH OCCUPATIONAL WORK ADJUSTMENT PROGRAM FOR 79,778 OR 100% OF THE 79,778 DROPOUT PRONE STUDENTS, WHICH COMPRISES 20% OF ALL YOUTH AT THE 9TH AND 10TH GRADE LEVEL OR BELOW THE AGE OF 16 YEARS,

5. TO PROVIDE BY 1975 A PREPARATORY JOB TRAINING VOCATIONAL EDUCATION PROGRAM FOR 166,958 OR 40% OF THE 417,395 STUDENTS AT THE 11TH AND 12TH GRADE LEVEL OR 16 YEARS OF AGE AND ABOVE, INCLUDING:

   46,957 OR 75% OF THE 62,609 DISADVANTAGED SCHOOL YOUTH WHO COMPRISE 15% OF ALL YOUTH AT THE 11TH AND 12TH GRADE LEVEL OF 16 YEARS OF AGE AND ABOVE WHO HAVE ACADEMIC SOCIO-ECONOMIC, OR OTHER HANDICAPS THAT PREVENT THEM FROM SUCCEEDING IN A REGULAR VOCATIONAL EDUCATION PROGRAM, AND

   20,869 OR 50% OF THE 41,739 HANDICAPPED SCHOOL YOUTH WHO COMPRISE 10% OF ALL YOUTH AT THE 11TH AND 12TH GRADE LEVEL OR 16 YEARS OF

AGE AND ABOVE, WHO BECAUSE OF THEIR HANDICAP CANNOT SUCCEED IN A REGULAR VOCATIONAL EDUCATION PROGRAM,

6. TO PROVIDE BY 1975 A POST SECONDARY PROGRAM FOR 27,411 OR 3.2% OF THE 856,656 PERSONS 18 TO 22 YEARS OF AGE,

7. TO PROVIDE BY 1975 RETRAINING AND UPGRADING VOCATIONAL EDUCATION PROGRAMS FOR 414,222 OR 10% OF THE 4,142,229 ADULT WORKERS,

8. TO PROVIDE BY 1975, FOUR RESIDENTIAL VOCATIONAL SCHOOLS FOR 2,000 YOUTH 16 TO 21 YEARS OF AGE WHO CAN PROFIT FROM THIS TYPE OF AN INSTRUCTIONAL PROGRAM,

9. TO PROVIDE BY 1975 A VOCATIONAL HOME ECONOMICS CONSUMER AND HOME-MAKING EDUCATION PROGRAM FOR 90,103 OR 25% OF 360,412 GIRLS AT THE 9TH THRU 12TH GRADE LEVEL AND 20,510 OR 24% OF THE 85,457 ADULT WOMEN IN A ONE YEAR AGE SPAN WHICH WILL PREPARE THEM FOR THE ROLE OF HOMEMAKER IN THEIR DUAL ROLE OF HOMEMAKER AND WAGE EARNER,

10. TO PROVIDE BY 1975 A VOCATIONAL HOME ECONOMICS CONSUMER AND HOME-MAKING EDUCATION AND FAMILY LIFE PROGRAM FOR 7,893 OR 50% OF THE 15,786 DROPOUT PRONE GIRLS AT THE 7TH AND 8TH GRADE LEVEL AND 95,498 OR APPROXIMATELY 50% OF THE 190,995 ADULT WOMEN IN A 3 YEAR AGE SPAN LIVING IN THE CULTURALLY AND SOCIALLY DEPRESSED AREAS,

11. TO PROVIDE BY 1975 A VOCATIONAL COOPERATIVE EDUCATION PROGRAM FOR 79,778 OR 100 % OF THE 79,778 WHO ARE DROPOUT PRONE OR WHO COULD BENEFIT FROM FINANCIAL ASSISTANCE AND WHO COMPRISE 20% OF ALL YOUTH BASICALLY IN THE 9TH AND 10TH GRADE LEVEL,

12. TO PROVIDE BY 1975 A VOCATIONAL WORK-STUDY PROGRAM FOR 50,087 OR 30% OF THE 166,958 VOCATIONAL STUDENTS BASICALLY IN THE 11TH AND 12TH GRADE VOCATIONAL PROGRAM, WHO ARE 15 THRU 21 YEARS OF AGE, AND WHO ARE IN NEED OF EARNINGS FROM EMPLOYMENT TO PURSUE A VOCATIONAL EDUCATION PROGRAM.

THESE GOALS, WHEN TRANSLATED INTO OBJECTIVES, ARE:

1. TO PROVIDE BY 1977 A WORK ORIENTATION PROGRAM FOR ALL YOUTH AT THE ELEMENTARY SCHOOL LEVEL WHICH WILL ENCOURAGE CONSTRUCTIVE WORK ATTITUDES IN ALL YOUTH,

2. TO PROVIDE BY 1977 A CAREER ORIENTATION PROGRAM FOR ALL YOUTH 12 AND 13 YEARS OF AGE TO BUILD A BASIS FOR A CAREER EXPLORATION PROGRAM REALISTIC IN LIGHT OF ALL THE CIRCUMSTANCES SURROUNDING THEM AND THE ACTUAL AND POTENTIAL LABOR MARKET DEMANDS FOR GAINFUL EMPLOYMENT.

3. TO PROVIDE BY 1977 A CAREER EXPLORATION PROGRAM FOR ALL YOUTH 14 AND 15 YEARS OF AGE,

4. TO PROVIDE BY 1974 AN OCCUPATIONAL WORK ADJUSTMENT PROGRAM FOR ALL DROPOUT PRONE YOUTH BELOW THE AGE OF 16 YEARS,

5. TO PROVIDE BY 1974 A PREPARATORY JOB TRAINING VOCATIONAL EDUCATION PROGRAM FOR 40% OF ALL THE HIGH SCHOOL YOUTH 16 YEARS OF AGE AND ABOVE, INCLUDING:

   75% OF THE DISADVANTAGED SCHOOL YOUTH WHO HAVE ACADEMIC, SOCIO-ECONOMIC, OR OTHER HANDICAPS THAT PREVENT THEM FROM SUCCEEDING IN A REGULAR VOCATIONAL EDUCATION PROGRAM, AND

   50% OF THE HANDICAPPED HIGH SCHOOL YOUTH WHO, BECAUSE OF THEIR HANDICAPS, CANNOT SUCCEED IN A REGULAR VOCATIONAL EDUCATION PROGRAM,

6. TO PROVIDE BY 1980 A POST-SECONDARY PROGRAM FOR 5% OF ALL 18 TO 22 YEAR OLD PERSONS,

7. TO PROVIDE BY 1974 RETRAINING AND UPGRADING VOCATIONAL EDUCATION PROGRAMS FOR 10% OF ALL ADULT WORKERS,

8. TO PROVIDE BY 1975 FOUR RESIDENTIAL VOCATIONAL SCHOOLS FOR 2,000 YOUTH 16 TO 21 YEARS OF AGE WHO CAN PROFIT FROM THIS TYPE OF AN INSTRUCTIONAL PROGRAM,

9. TO PROVIDE BY 1980 A VOCATIONAL HOME ECONOMICS CONSUMER AND HOMEMAKING EDUCATION PROGRAM FOR ALL GIRLS AND ADULT WOMEN WHICH WILL PREPARE THEM FOR THE ROLE OF HOMEMAKER IN THEIR DUAL ROLE OF HOMEMAKER AND WAGE EARNER,

10. TO PROVIDE BY 1980 A VOCATIONAL HOME ECONOMICS CONSUMER AND HOMEMAKING EDUCATION AND FAMILY LIFE PROGRAM FOR STUDENTS AT THE 7TH THRU 9TH GRADE LEVEL AND ADULT WOMEN LIVING IN THE CULTURALLY DEPRESSED AREAS OF THE STATE,

11. TO PROVIDE BY 1975 A VOCATIONAL COOPERATIVE EDUCATION PROGRAM FOR STUDENTS WHO COULD PROFIT FROM A COOPERATIVE ARRANGEMENT BETWEEN THE SCHOOL AND EMPLOYER FOR INSTRUCTION AND ESPECIALLY THOSE STUDENTS WHO ARE SCHOOL DROPOUT PRONE OR WHO COULD BENEFIT FROM FINANCIAL ASSISTANCE,

12. TO PROVIDE BY 1975 A VOCATIONAL WORK-STUDY PROGRAM FOR ALL STUDENTS BASICALLY IN THE 11TH AND 12TH GRADE LEVEL WHO ARE 15 YEARS OF AGE AND WHO ARE IN NEED OF THE EARNINGS FROM EMPLOYMENT TO PURSUE A VOCATIONAL EDUCATION PROGRAM.

Organization

These goals which address themselves to populations to be served, do not, in and of themselves, identify the programs or methodology. It is basic, however, that any broad program of supportive services must have sufficient student base and tax base to make the development of such supportive services logistically possible and economically sound. I believe sincerely that while wonderful examples will be possible in terms of a broad program of supportive services within an exemplary district or districts within a state, that effective development of supportive services and a comprehensive program of vocational education is dependent upon a pattern of school district organization or a means of providing for a legal cooperating relationship between enough school districts in order to get the student base and tax base necessary for the development of a total supportive program.

Most of our major cities within our state have sufficient student base and tax base to make possible supportive programs. Quite often, however, the structure of neighborhood high schools within that city makes difficult or impossible the organization of an adequate program of supportive services. The needs and student base in the major cities and in the major metropolitan area surrounding these cities, however, are two entirely different things. Only a very few metropolitan school districts exist in the Nation. You cannot, therefore, really consider metropolitan areas as our entity.

Some re-examination of concepts of the comprehensive high school is necessary if we are to acheive comprehensive vocational education programs, much less a comprehensive program of supportive services. It is true that some of the supportive services identified and recommended are not a function of size of the school district in which they are located. A coordinated system of supportive programs, however, reaching from kindergarten on through the work life of the individual, is dependent upon a broad enough student base and tax base and concentration of youth and adults at certain age and grade levels in order to make feasible the types of programs that you have discussed this week.

Within Ohio we have a state law which requires every school district, by 1974, to offer an adequate program of vocational education. Our State Board of Education then defined a minimum adequacyof vocational education program as 12 different programs with 20 classes. We must recognize that this is <u>minimum</u>, not desirable or optimum. Copies of the State Board Regulations (Ohio) establishing the guidelines for planning within the state are available for your perusal.

You will note that the law on which the regulations were based, directed every school district or combination of school districts to submit to the State Board of Education in Ohio, by April 1 of this year, a plan as to how they would provide for an adequate program of vocational education by 1974. The regulations, based upon the law, further stipulate that the State Board must arrive at a total plan for vocational education within the state which will leave no district out by July 1 of this fiscal year. We are approaching this deadline and it is our

judgement that the 638 school districts which we presently have in the State of Ohio will be coordinated into 110 plans for vocational education administrative units in the state.

This pattern of organizing for vocational education is referred to here only on the basis that such a pattern is important to many of the supportive services which you are considering.

Leadership

Another implication at the state level, in relationship to coordinated programs of supportive services, rests in the area of leadership. Without an adequate division of vocational education at the state level, in terms of both quality and quantity of personnel within that office, there will be no statewide coordinated programs of supportive services. It becomes increasingly obvious that State Divisions of Vocational Education, as a part of State Departments of Education, are going to become increasingly important to local communities, in terms of a leadership role in developing, organizing, and funding coordinated programs of supportive services. No longer can individual schools, including the large major cities, ignore the fact that large amounts of money for education are likely to flow into states through State Departments of Education, rather than directly into individual cities. One implication at the state level, therefore, is a concept of staff organization which would let the state organize for a leadership role. Within the State of Ohio, we have organized on a matrix involving emphasis on both the occupationally based services, agriculture, business and office, distribution, home economics, trade and industrial; and the people oriented services, such as disadvantaged youth, research, facilities development, and planning.

We believe that this pattern of staff organization enables us to think creatively in terms of the occupational type programs needed to provide vocational education in cooperation with supportive services, and to maintain a clearly identified effort point in terms of problems of people, in such a manner as to force an interrelationship between these two units both reaching for the same goal. The total Division of Vocational Education within the State Department of Education must accept the place of supportive programs for vocational education and accept a leadership role in relationship to the supportive services.

Last spring a team including all assistant directors of the Division of Vocational Education made a visit to every one of our eight major cities and presented to the assembled leadership in those cities, often including principals of junior and senior high schools, new concepts in vocational education, including new concepts in supportive services so important in the major cities and metropolitan areas. The State Department staff must have the types of persons who can provide leadership in the major metropolitan areas, both in terms of ability and in terms of credibility within these major cities. The major city areas have massive problems to face. Often the urgency of their problems does not permit them the time to do the developmental work necessary for identifying and coordinating the supportive services so

badly needed by the youth. I sincerely believe it is the responsibility of the State Division of Vocational Education to take the leadership in bringing about the development of strong supportive programs, particularly in the inner-city sections of our major cities, and then to all sections of the state which need such services.

Funding

Another state inplication, in terms of the coordination of supportive programs, is the funding pattern. I don't care how sound the concepts are, how effective the planning may be, or how creative the leadership is at the state level--without money, nothing is going to happen.

A very basic point is that there has not been, is not, and will not be enough Federal funds to implement an adequate program of coordinated supportive services worthy of the meaning of the term. Now, this does not mean that Federal funds are not important, nor that we should not make every effort to obtain a massive expansion of available funds. It does mean that in many cases Federal funds may help initiate and pilot concepts of supportive programs and will support parts of such functions in terms of the total public school system within the state. A coordinated program of supplementary services which involves the entire state, with emphasis upon the metropolitan areas, is dependent upon the involvement of state funds on a planned and continuing basis to fund the supportive programs for the masses of people within the state. Considering the amount of Federal funds made available, in relationship to the goals they establish, it is a piddling amount and doesn't even come close to providing the kind of support necessary for the implementation of a coordinated statewide plan of supportive services.

Federal funds can stimulate interest in supportive services and fund pilot programs to relate to an expanded program of supportive services. But, if such programs are to be made available to all who need them, with emphasis on the needs of the inner-city sections of our major cities, there must be a strategy for the inclusion of funds for programs of supportive services in whatever foundation program is operative within a state. Our strategy should be to establish the supportive programs in such a way that the per-pupil cost is not too excessive in terms of the total cost within the state. Any funding pattern established by the State Department of Education should provide for some flexibility in project funding, particularly in the major metropolitan areas, which would say essentially to the school, "You know your problems; now tell us what you might do with financial assistance to help solve these probelsm through vocational or pre-vocational education."

We must develop strategies for the broad implementation of the programs of supplementary services, and not be satisfied with a small piddling effort in which the numbers of people we serve really don't make any difference in terms of the needs of our society. Whatever effort we make must be pointed to solutions on a national level. As

we look at the implications at the national level, it might be possible for us to use the same major headings as were used for implications at the state level. In my judgement, during the next year the plight of the major metropolitan areas of our country will become more critical than ever before as the money crunch becomes a major disaster within these cities. A better concept of the importance and place of supportive programs and services for youth, and of the importance of promoting and bringing about the implementation of such services on a broad scale throughout the Nation must be developed at both the state and national levels. It seems important that the number and type of people employed on the staff of the U. S. Office of Education should be those who can think creatively in relationship to these support programs, and who can assist the states with concepts related to supportive programs. There must be sufficient personnel on the staff of the Division of Vocational Education within the U. S. Office of Education as to be able to provide services to the states in the development of supportive services and programs.

The Division of Vocational Education in the U. S. Office of Education has written many guidelines which would indicate the importance of planning at the state level. I see no evidence, however, that there is planning within this same unit at the national level, which could coordinate and integrate the needs as identified by the state, and the needs as identified by the various agencies of the federal government, into a totally coordinated set of goals and objectives. Such goals and objectives would need to be quantified in terms of individuals states and the Nation as a whole. They should be identified in such terms that they could be accepted by the National Administration and Congress as worthy goals related to the people to be served and the needs of the labor market.

The organizational pattern should provide a means for integrating and/or coordinating the services available from other governmental units in a manner that said units can more easily be brought together at the state level for effective planning of supportive services. Since much of the massive money allocated for supportive services and programs comes from Federal dollars flowing into a state, it is almost impossible for a person at the state level to understand all the implications of Federal funding from the multitudinous agencies unless he has help from the Division of Vocational Education in the U. S. Office of Education.

Just as we must bring together within a state the necessary student base and tax base for the implementation of broad programs of vocational education and supportive services, the U. S. Office of Education may have a similar role to play in setting up a relationship in more sparsely settled states within the Nation. I do not see how the present very limited staff in the Division of Vocational Education in the U. S. Office of Education can provide leadership as needed throughout the Nation for the development of broad programs of supportive services, when we consider the very small number of professional persons employed within that unit, the responsibilities for nitty-gritty assigned to that unit, and the broad opportunity present in most of the states in the Nation for expansion of vocational education

programs and services. There is a very real question on whether or not the spreading of vocational education personnel throughout nine regional offices and the U. S. Office of Education will permit us to have the number of personnel in the areas of specialties to think creatively in the areas of supportive services, or to provide the kind of leadership needed by the state to implement such services.

Certainly, there are national implications in terms of funding. At this point, I believe it is extremely important that our Federal government understands the plight of our major cities in terms of funding educational programs, and finds some means and methods of providing funds for centers throughout the State Departments of Education. The concepts expressed in the Vocational Education Act of 1963 could well provide the means of re-directing or re-ordering the curriculum in our public schools if funds were provided in keeping with the goals established in the Act. The goals established concepts no less than a major revision of the total curriculum in kindergarten through sixth grade, and the expansion of services to adults throughout their work life. The funds made available, however, are somewhat of a joke in relationship to the broad goals established in the Act. A rather quick projection would indicate that if we were to implement the goals of the Vocational Education Act of 1968 to all persons in a state who need such services, we would need in the neighborhood of $4,500,000,000 instead of the approximately $370,000,000 which we now receive.

Never have the states had a better chance for the broad implementation of programs of supportive services, and never has the U. S. Office of Education been so limited in terms of the number of personnel available to provide leadership for program development within the states. The development of broad programs of supportive services is dependent upon money. It seems to me to be obvious that if we wish to reach for solutions to our social and economic problems, we must be willing to invest more of our tax dollar or "living" dollars into the educational system--not education which is more of the same, but education dedicated to solutions of problems which youth face. Of all the demands placed on the educational dollar, only stimulation from state and Federal levels will bring about growth of supportive programs, and then, only if financial assistance is provided as a categorical aid in such a manner that such services must be rendered to receive the funds.

It is probably true too that few persons in the State Divisions of Vocational Education, and few in the Division of Vocational Education of the U. S. Office of Education have had any length of experience in the major metropolitan areas of their states or of the Nation. This condition makes communications difficult, since the major cities are impatient with those who do not understand the problems faced in such metropolitan districts. The major cities, however, cannot go it alone and need the help of strong state and national leadership services.

Vocational education has a delivery system in terms of Federal-state-local relationships, which could be used to provide an expanded program of supportive services coordinated and administered through the

public education system in such a manner as to reach most of the youth in the Nation. There are direct implications that, without the state and Federal relationships, in terms of the delivery system, there will be no broad development of coordinated programs of supportive services. Education can no longer be a teacher and 30 students, or Mark Hopkins on one end of the log and a young person on the other end. Our drop-outs have told us that the supportive services envisioned in this conference are essential if we are to enable all young people to be broad partners in our system of public education. A broad program of supportive services is defensible, economically and socially.

INSTITUTE V

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS IN METROPOLITAN AREAS

INSTITUTE V EVALUATION INSTRUMENTS

TO THE PARTICIPANTS:

We solicit your cooperation in helping us to evaluate this institute. The evaluation of the institute consists of two forms to be administered prior to the start of the institute, and three forms to be administered at the end of the institute. Form 1, which will be administered at the beginning and again at the end of the institute, solicits your opinions about vocational education. Form 2, which deals with general beliefs, also will be administered at the beginning and at the end of the institute. Form 3, which seeks your opinion regarding the conduct of the institute, will be given only at the end of the institute.

Please provide the following information about yourself. BE ASSURED THAT ALL RESPONSES WILL BE TREATED CONFIDENTIALLY. Only the evaluator will see your paper. The responses will be summarized and used in the interim and final reports. SINCE WE ARE NOT ASKING YOU FOR YOUR NAME, PLEASE BE SURE TO INCLUDE YOUR DATE OF BIRTH SO THAT WE CAN PAIR YOUR PRETEST WITH YOUR POSTTEST.

Institute: _____ Date: _____

Sex: _____ Date of Birth: _____

State: _____

Position: _____

Highest Degree Obtained: _____

Vocational Field:

____ Agricultural Education
____ Business and Office Education
____ Distributive Education
____ Health Education
____ Home Economics
____ Industrial Arts
____ Technical Education
____ Trade & Industrial Education
____ Guidance
____ Other (Specify)_____

FORM 1

KEY: SA (Strongly Agree), A (Agree), ? (Undecided), D (Disagree), SD (Strongly Disagree)

	PARTICIPANTS RESPONSES									
	Pre-Institute					Post-Institute				
	SA	A	?	D	SD	SA	A	?	D	SD
1. No real benefit can be expected of vocational education courses.		1		17	42	1			12	47
2. Students capable of success in college should be discouraged from taking vocational education courses.			1	22	37		1		19	40
3. The importance of vocational education cannot be emphasized enough.	32	23	3	2		29	26	1	2	2
4. Failure to offer vocational education cannot be justified in a democratic society.	35	23	1		1	36	20			4
5. Vocational education is geared to the past.	2	20	10	16	12	1	14	8	20	17
6. The major function of the high school should be the preparation of students for entrance into college.			2	25	33	1	2		24	33
7. Vocational education should be offered only to students with low academic ability.	1			16	43	2			17	41
8. The cost of training workers should not be born by the public school system.	1	4	7	27	21	2	6	5	28	19
9. There is no place in secondary schools for vocational education.				21	39				18	42
10. Vocational education should be handled outside the academic school system - in technical institutes or community colleges.		3	5	33	19	1	2	1	27	29
		168								

FORM 1 (Continued)

	PARTICIPANTS RESPONSES									
	Pre-Institute					Post-Institute				
	SA	A	?	D	SD	SA	A	?	D	SD
11. Increased emphasis on vocational education would not result in fewer dropouts.	7	8	6	26	13	1	5	7	29	18
12. Every high school graduate should be equipped with a salable skill.	31	22	2	4	1	36	22	1	1	
13. Increased vocational education may be the answer to the problem of unemployment.	14	33	8	4	1	19	21	7	3	
14. Academic educational courses are more useful than vocational courses to the average student.		2	12	35	11		2	7	36	15
15. No secondary school should be accredited unless it offers a comprehensive program of vocational education, given adequate funds.	20	22	12	6		19	32	3	5	1
16. The information provided in the college preparatory courses can be applied to more jobs than the information available in vocational education courses.		5	12	36	7	1	7	6	28	18
17. More students should be encouraged to enroll in vocational education programs.	23	36	1			31	28	1		
18. Vocational education is an educational frill.				17	43				20	40
19. No area of education is more important than vocational education.	6	26	13	13	2	17	20	15	6	2
20. Public expenditure of funds for vocational education is the best educational expenditure that can be made.	8	31	18	3		16	26	16	2	

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FORM 1 (Continued)

	PARTICIPANTS RESPONSES									
	Pre-Institute					Post-Institute				
	SA	A	?	D	SD	SA	A	?	D	SD
21. The general education curriculum is the best preparation for entry into an occupation upon graduation from high school.		5	6	35	14		5	7	30	18
22. Vocational education courses are as important for college bound students as they are for non-college bound students.	10	41	4	5		13	38	6	3	
23. The proportion of the school budget allocated to vocational education should be increased markedly.	20	34	6			24	21	4	1	
24. Vocational education is one answer to youth unrest in this country.	15	29	14	1	1	20	29	9	2	
25. Redistribution of present education funds to emphasize vocational education would probably yield a higher national per capita income.	9	30	18	3		17	31	10	1	1
26. Vocational education courses prepare students for many jobs which lack prestige.	4	22	3	25	6	3	22	6	25	4
27. All students should be enrolled in at least one vocational education class while in school.	9	36	11	4		17	37	3	3	
28. Rural youth are being educationally shortchanged due to inadequate vocational offerings.	11	37	9	3		14	29	11	5	1
29. Vocational education in rural areas is more important than vocational education in urban areas.		3	9	37	11		1	10	36	13
		170								

FORM 1 (Continued)

	PARTICIPANTS RESPONSES									
	Pre-Institute					Post-Institute				
	SA	A	?	D	SD	SA	A	?	D	SD
30. Currently employed rural vocational education teachers are less adequately prepared than vocational education teachers in general.		12	35	11	2	1	17	29	10	3
31. More inclusive preparation is required for vocational teachers in general than for rural vocational education teachers.		11	29	16	4	3	7	24	21	5
32. Only the non-college bound need vocational education.		2	1	34	23		2		26	32
33. Academic courses are applicable to a wider spectrum of jobs than vocational education courses.		13	11	28	8		10	8	31	11
34. Most students would not benefit from the job skill instruction offered in vocational education programs.		1	4	37	18	2	1	2	36	19
35. Vocational education courses are beneficial primarily for those who are terminating their education at the end of high school.	1	15	8	27	9	3	16	1	31	9
36. The vocational education curriculum provides a better preparation for more jobs than does the college preparatory curriculum.	6	29	17	7	1	13	28	14	5	
37. Vocational education courses provide learning experiences geared to individual needs better than academic courses.	7	40	7	5	1	16	32	10	2	

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FORM 1 (Continued)

		PARTICIPANTS RESPONSES								
		Pre-Institute					Post-Institute			
		SA	A	?	D	SD	SA	A	?	D	SD
38.	Vocational education programs help keep the potential dropout in school.	10	41	8	1		16	39	5		
39.	Vocational training is not as valuable to society as training for the professions.			3	32	5			3	32	25

FORM 2

*This is a questionnaire to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b. Please select the one statement of each pair (and only one) which you more strongly believe to be the case as far as you're concerned. Be sure to select the one you think you should choose or the one you would like to be true. This is a measure of personal belief: obviously there are no right or wrong answers.

		PARTICIPANTS RESPONSES			
		Pre-Institute		Post-Institute	
		a.	b.	a.	b.
1.a.	Children get into trouble because their parents punish them too much.	10		9	
b.	The trouble with most children nowadays is that their parents are too easy with them.		47		48
2.a.	Many of the unhappy things in people's lives are partly due to bad luck.	11		12	
b.	People's misfortunes result from the mistakes they make.		47		46
3.a.	One of the major reasons why we have wars is because people do not take enough interest in politics.	32		39	
b.	There will always be wars, no matter how hard people try to prevent them.		26		18
4.a.	In the long run people get the respect they deserve in this world.	25		34	
b.	Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.		33		24
5.a.	The idea that teachers are unfair to students is nonsense.	18		23	
b.	Most students don't realize the extent to which their grades are influenced by accidental happenings.		36		32
6.a.	Without the right breaks one cannot be an effective leader.	9		8	
b.	Capable people who fail to become leaders have not taken advantage of their opportunities.		47		50

FORM 2 (Continued)

		PARTICIPANTS RESPONSES			
		Pre-Institute		Post-Institute	
		a.	b.	a.	b.
7.a.	No matter how hard you try some people just don't like you.	18		16	
b.	People who can't get others to like them don't understand how to get along with others.		39		41
8.a.	Heredity plays the major role in determining one's personality.	3		3	
b.	It is one's experiences in life which determine what they're like.		56		56
9.a.	I have often found that what is going to happen will happen.	5		6	
b.	Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.		54		51
10.a.	In the case of the well prepared student there is rarely if ever such a thing as an unfair test.	28		32	
b.	Many times exam questions tend to be so unrelated to course work that studying is really useless.		30		26
11.a.	Becoming a success is a matter of hard work, luck has little or nothing to do with it.	36		44	
b.	Getting a job depends mainly on being in the right place at the right time.		30		26
12.a.	The average citizen can have an influence in government decisions.	55		57	
b.	This world is run by the few people in power, and there is not much the little guy can do about it.		4		2
13.a.	When I make plans, I am almost certain that I can make them work.	53		57	
b.	It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyway.		5		2
14.a.	There are certain people who are just no good.	1		0	
b.	There is some good in everybody.		58		59

FORM 2 (Continued)

		PARTICIPANTS RESPONSES			
		Pre-Institute		Post-Institute	
		a.	b.	a.	b.
15.a.	In my case getting what I want has little or nothing to do with luck.	50		54	
b.	Many times we might just as well decide what to do by flipping a coin.		7		4
16.a.	Who gets to be the boss often depends on who was lucky enough to be in the right place first.	10		9	
b.	Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.		46		48
17.a.	As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.	10		4	
b.	By taking an active part in political and social affairs the people can control world events.		48		55
18.a.	Most people don't realize the extent to which their lives are controlled by accidental happenings.	29		27	
b.	There is really no such thing as "luck."		27		29
19.a.	One should always be willing to admit mistakes.	56		56	
b.	It is usually best to cover up one's mistakes.		4		2
20.a.	It is hard to know whether or not a person really likes you.	25		18	
b.	How many friends you have depends upon how nice a person you are.		33		39
21.a.	In the long run the bad things that happen to us are balanced by the good ones.	27		21	
b.	Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.		30		36

FORM 2 (Continued)

		PARTICIPANTS RESPONSES			
		Pre-Institute		Post-Institute	
		a.	b.	a.	b.
22.a.	With enough effort we can wipe out political corruption.	52		52	
b.	It is difficult for people to have much control over the things politicians do in office.		7		7
23.a.	Sometimes I can't understand how teachers arrive at the grades they give.	17		15	
b.	There is a direct connection between how hard I study and the grades I get.		41		43
24.a.	A good leader expects people to decide for themselves what they should do.	26		25	
b.	A good leader makes it clear to everybody what their jobs are.		31		31
25.a.	Many times I feel that I have little influence over the things that happen to me.	22		17	
b.	It is impossible for me to believe that chance or luck plays an important role in my life.		36		41
26.a.	People are lonely because they don't try to be friendly.	43		49	
b.	There's not much use in trying too hard to please people, if they like you, they like you.		13		9
27.a.	There is too much emphasis on athletics in high school.	22		20	
b.	Team sports are an excellent way to build character.		35		39
28.a.	What happens to me is my own doing.	48		49	
b.	Sometimes I feel that I don't have enough control over the direction my life is taking.		8		9
29.a.	Most of the time I can't understand why politicians behave the way they do.	3		3	
b.	In the long run the people are responsible for bad government on a national as well as on a local level.		55		56

FORM 3

RESPONSES FROM 59 PARTICIPANTS

KEY: SA (Strongly Agree), A (Agree), ? (Undecided), D (Disagree), SD (Strongly Disagree)

		SA	A	?	D	SD
1.	The objectives of this institute were clear to me.	23	32	2	1	1
2.	The objectives of this institute were not realistic.	2	2	6	31	18
3.	The participants accepted the purposes of this institute.	15	40	3		1
4.	The objectives of this institute were not the same as my objectives.		6	4	38	11
5.	I have not learned anything new.	1	2		35	21
6.	The material presented seemed valuable to me.	17	36	4	2	
7.	I could have learned as much by reading a book.	1	1	3	34	20
8.	Possible solutions to my problems were not considered.		2	5	40	12
9.	The information presented was too elementary.	1	3	3	39	13
10.	The speakers really knew their subjects.	12	40	4	2	1
11.	I was stimulated to think about the topics presented.	20	35	2	2	
12.	We worked together well as a group.	26	25	3	5	
13.	The group discussions were excellent.	26	23	5	4	1
14.	There was little time for informal conversation.		5	2	35	17
15.	I have no opportunity to express my ideas.	1	2	1	31	24
16.	I really felt a part of this group.	26	31	1	1	
17.	My time was well spent.	30	25	2	1	1
18.	The institute met my expectations.	24	25	4	4	2

FORM 3 (Continued)

		SA	A	?	D	SD
19.	Too much time was devoted to trivial matters.	1	5	2	35	16
20.	The information presented was too advanced.			1	36	22
21.	The content was not readily applicable to the important problems in this area.	1	6	4	30	18
22.	Theory was not related to practice.	3	3	6	33	14
23.	The printed materials that were provided were very helpful.	8	33	14	2	2
24.	The schedule should have been more flexible.	3	13	12	25	6

25. As a result of your participation in this institute, do you plan to modify either your present or future work? YES 53 NO 6

If YES, please describe the nature of the most important of such modifications and the activities which will be affected.

_____

_____

_____

26. As a result of your contacts with the participants and consultants at this institute, have you decided to seek some continuing means of exchanging information with any of them, i.e., to establish some continuing relation with a participant(s), and/or consultant(s), for the purpose of information exchange?

YES 52 NO 7

If YES, what types of information can the consultant or participant contribute that would be helpful to your work?

_____

_____

_____

FORM 3 (Continued)

27. To what extent were the objectives of this institute attained?

_____

_____

_____

28. In your opinion, what were the major strengths of this institute?

_____

_____

_____

29. In your opinion, what were the major weaknesses of this institute?

_____

_____

_____

30. If you were asked to conduct an institute similar to this one, what would you do differently from what was done in this institute?

_____

_____

_____

31. Additional comments about the institute:_____

_____

_____

_____

_____

_____

_____

FORM 3 (Continued)

32. If you had it to do over again, would you apply for participation in the institute which you have just completed?

YES 57 NO 1 UNCERTAIN 1

33. If an institute such as this is held again would you recommend to others like you that they attend?

Yes 57 NO 1 UNCERTAIN 1

INSTITUTE V

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS IN METROPOLITAN AREAS

POST-INSTITUTE EVALUATION INSTRUMENT

To The Participants:

Your cooperation is solicited in helping us to evaluate Institute V entitled: "Coordination of Supportive Programs for Vocational Education Students in Metropolitan Areas" which you attended June 1-5, 1970, at Arizona State University.

Please provide the following information about yourself. Be assured that all responses will be treated confidentially. Only the evaluator will see you paper. The responses will be summarized and used in the final report.

Date today_____ Sex_____ Date of Birth_____

State_____ Position_____

Highest Degree Obtained_____

Vocational Field in which Employed:

_____Agricultural Education

_____Business & Office Education

_____Distributive Education

_____Health Education

_____Home Economics

_____Industrial Arts

_____Technical Education

_____Trade and Industrial Education

_____Guidance

_____Other (Specify)_____

I appreciate the time you are taking out of your busy schedule to complete this evaluation instrument. Again, I want to thank you for your participation in Institute V held here at Arizona State University the first part of June, 1970.

Carl R. Bartel, Institute V Director

As a result of the information gained at Institute V, from major presentations, small group meetings and discussions, informal discussions, and various contacts, I have, in the geographic area for which I am responsible: (Check only one)

	YES	BELIEVE SO	PLAN TO	NO
1. Identified a number of existing exemplary programs and practices that integrate school, community, and other resources for helping poorly adjusted youth in obtaining appropriate vocational education.	35	7	3	9
2. Contacted and reviewed a number of existing exemplary programs and practices that integrate school, community, and other resources for helping poorly adjusted youth in obtaining appropriate vocational training.	30	6	5	14
3. Been involved in proposing an exemplary program that integrates a number of existing exemplary programs and practices that integrate school, community, and other resources for helping poorly adjusted youth in obtaining appropriate vocational training.	36	5	3	10
4. Initiated exemplary programs and practices that integrate school, community, and other resources for helping poorly adjusted youth in obtaining appropriate vocational training.	23	6	10	16
5. Identified a number of local and/or state and/or federal individuals that are involved in a comprehensive supportive service program.	40	5	3	7
6. Met with a number of local and/or state and/or federal individuals and discussed the nature of and plans regarding comprehensive supportive service programs.	38	3	7	7
7. Worked with a number of local and/or state and/or federal individuals in the development of supportive service programs for assisting poorly adjusted youth in obtaining appropriate vocational training.	38	4	6	6

	YES	BELIEVE SO	PLAN TO	NO
8. Reviewed relevant state and/or federal legislation designed to assist in solving student's vocational training needs.	33	4	6	11
9. Discussed with other interested individuals and groups the need for additional legislation designed to assist in the solving of poorly adjusted students who seek and need appropriate vocational training.	28	4	7	15
10. Been involved in proposing (developing) additional legislation designed to assist in the solving of poorly adjusted students who seek and need appropriate vocational training.	11	1	9	32
11. Reviewed available guidelines and models for initiating comprehensive coordinated and more effective supportive service programs.	33	5	6	9
12. Discussed available guidelines and models for initiating comprehensive coordinated and more effective supportive service programs with other interested individuals and groups.	33	5	8	8
13. Developed a set of guidelines or models for initiating comprehensive coordinated and more effective supportive service programs.	15	4	17	19
14. Assisted in initiating a comprehensive coordinated supportive program designed to aid poorly adjusted youth to obtain more appropriate vocational training.	23	6	14	13
15. Explained the concepts regarding coordinated supportive programs that I learned and discussed at the Institute with teachers, administrators, and/or other interested people in the school district, institution, or state that I represent.	41	6	3	5

	YES	BELIEVE SO	PLAN TO	NO
16. A better understanding of articles written in professional journals dealing in the area of providing appropriate vocational education for the inadequately prepared students and adults.	33	10	0	9
17. Written or am preparing articles for publication in professional journals including content emphasizing the need for supportive service programs in vocational training.	6	0	9	40
18. Been working more effectively with educators and other local and state officials in the promotion of the idea of coordination of supportive programs for vocational education students.	32	14	4	6
19. Been working more closely with various segments of the community, including industrial, business, labor, governmental groups, in promoting interest and activity for more appropriate vocational education for prospective vocational students.	32	8	6	8
20. Been constantly using some of the information presented at the Institute.	29	20	1	6
21. Become more aware of the vocational training needs of the poorly adjusted students in my local and state area.	38	8	0	7
22. Kept in contact with some of the participants and/or consultants I met during the Institute.	41	2	2	8

Please describe those specific things that you have done as a direct result of having participated in the Institute which are not covered in the above statements. (Use additional sheet if necessary.)